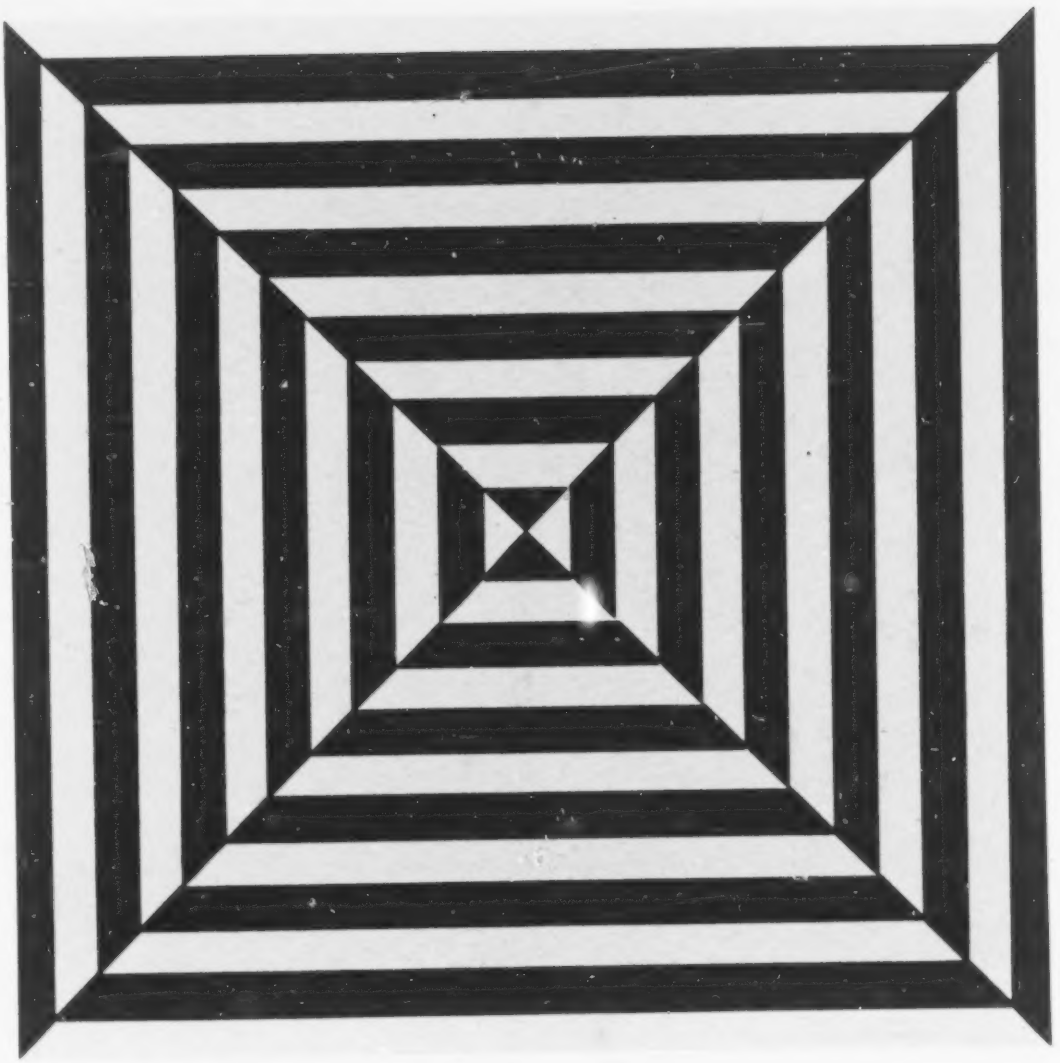
CAMPUS TRENDS, 1992

Elaine El-Khawas



HIGHER EDUCATION PANEL REPORT NUMBER 82

JULY 1992

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education through comprehensive voluntary and cooperative action on the part of American educational associations, organizations and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policy makers in government, in the associations, and in educational institutions across the nation.

CAMPUS TRENDS ADVISORY COMMITTEE

L. Jackson Newell, *Professor and Dean*, University of Utah
David Payne, *Academic Vice President*, Emporia State University
Rose Marie Beston, *President*, Nazareth College of Rochester
Donald Adams, *Vice President for Enrollment Management and Student Life*, Drake University
Corinne A. Caldwell, *Campus Executive Officer*, Pennsylvania State University
Marjorie Caserio, *Vice Chancellor for Academic Affairs*, University of California
Dean L. Hubbard, *President*, Northwest Missouri State University
Albert C. Yates, *President*, Colorado State University
Dale Rogers Marshall, *Dean of the College*, Wellesley College
Arnold R. Oliver, *Chancellor*, Virginia Community College System
Sylvia Ramos, *President*, Houston Community College
Ruth Simmons, *Vice Provost*, Princeton University

This report is not copyrighted. It may be reproduced in whole or in part in the interest of education.

To request copies, please send a check, payable to the American Council on Education, to: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036-1193.

	ACE members	Non-members
1-10 copies	$10.00	$13.00
11 or more copies	$8.00	$11.00

Prepaid orders only. Sorry, we cannot accept purchase orders.

Campus Trends, 1992

Elaine El-Khawas

Higher Education Panel Report
Number 82 July 1992

American Council on Education
Washington, D.C. 20036

TABLE OF CONTENTS

Page

Acknowledgements iv
Introduction and Highlights v
Findings
I. The Impact of Changing Financial Circumstances 1
II. Enrollment Changes: Past and Future 3
III. Changes Affecting College Faculty 6
IV. Multicultural Perspectives in the Curriculum 9
V. Accreditation, Assessment and Other Quality Assurance Mechanisms 10
VI. International Linkages and Study Abroad: New Locations and Forms 12
VII. Important Campus Issues 14
Conclusion 15
References 17
Tables 19
Appendix A: Survey Questionnaire 49
Appendix B: Technical Notes 55

ACKNOWLEDGEMENTS

This survey is part of a continuing ACE project to monitor changing practices in higher education. The role of the Campus Trends Advisory Committee, in suggesting questions and in offering perspective on the survey results, has been significant throughout the project's development. The ideas, comments and critiques, and continuing interest of Committee members in this attempt to document changing practices on American campuses are much appreciated.

Warm thanks are also extended to ACE staff for their cheerful and efficient contributions to the survey, especially Boichi San, Rosa Lott-Hawkins, and Robin Sikula.

Special gratitude goes to the Panel's campus representatives and survey respondents for their assistance and cooperation. Without their willingness to complete the questionnaire and to meet our deadlines, we would not be able to issue a timely report with reliable results.

INTRODUCTION AND HIGHLIGHTS

This report marks the ninth year in which the American Council on Education has issued *Campus Trends*, an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

The study was conducted through the Higher Education Panel, a survey research program of the American Council on Education. During the Spring of 1992, senior administrators at 411 colleges and universities completed and returned survey questionnaires (representing 81 percent of a sample of 510 colleges and universities). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction.

The text of this report focuses on changes affecting all colleges and universities, as well as changes affecting three institutional types: two-year public institutions; four-year public institutions; and four-year independent institutions. Tables that follow the text show results in greater detail. For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous *Campus Trends* surveys.

This year's report pays special attention to the financial circumstances facing American higher education. Campus administrators describe the short-term impact of recent financial constraints and also identify some potential long-term consequences. Other changes taking place on American college campuses are also documented, including changes in enrollment, curriculum, faculty hiring and assessment activities. The report also identifies the procedures colleges currently use for reviewing academic programs and ensuring their quality. Highlights are as follows:

Serious and Widespread Funding Problems

American higher education is confronting serious funding challenges. For much of the public sector, basic funding has been cut back abruptly, often despite continuing enrollment increases.

- The majority of colleges and universities in the public sector have had to deal with mid-year budget cuts, adjusting budgets downward after the operating year was underway.

- Almost half of all public institutions had operating budgets for 1991-92 that were the same as, or lower than, their budgets for the previous year. Taking inflation into account, two-thirds of public institutions lost ground in the last year.

- Administrators at only 22 percent of four-year public institutions rated their institution's financial condition as "excellent" or "very good." At two-year public institutions, only 33 percent gave their institutions these ratings.

- The most frequently cited effects of recent budget cuts on public institutions include: increased tuition and fees charged to students; increased class size and fewer sections of courses; a freeze on hiring for regular faculty positions; postponing the introduction of new programs; and reduced spending on buildings, equipment, library acquisitions, and administrative salaries.

- Administrators at public institutions also cited the following potential long-term effects of recent budget cuts: outdated labs and equipment; higher levels of deferred maintenance; increased reliance on tuition revenues; and, among four-year institutions, a lessened capacity for faculty research.

In the independent sector, colleges and universities are facing different but still severe financial problems. Administrators at these institutions are confronting a decade-long financing squeeze, in which they try to keep their institutions affordable to a wide range of students while also undertaking program improvements.

- One-third of independent colleges and universities had to make budget cuts sometime during 1991-92, and a similar number expect that budget cuts will be necessary next year.

- Most of these institutions continue to increase their funds for student aid each year, despite the significant financial commitment this represents.

- At least half of independent institutions reported that recent financial pressures have led to: greater operating efficiency; resource reallocation; increased tuition and fees; and reduced spending on buildings and equipment.

- When asked about the potential long-term consequences of their current financial problems, administrators at independent institutions most often cited

two prospects: that still more institutional funds will be directed to student financial aid, and that more of their programs will need to be revenue-generating.

Continued Growth in Enrollment

Higher education's financing problems are not caused by declining interest in or demand for higher education. Higher education enrollment in Fall 1991 totalled a record high of 14.2 million students. This continues a steady increase throughout the past decade despite a decreasing number of high-school graduates. Higher education is attracting a wider segment of the population, especially in response to changing workforce needs.

- Community colleges are experiencing the greatest growth; 9 out of 10 increased their enrollment over the last five years and expect continuing growth in the next five years.
- Part-time enrollment and enrollment of students who are age 25 and older continue to grow at most institutions.
- Graduate enrollments are growing for the majority of four-year institutions, especially at the master's level.
- Notable, too, is possible evidence that the decline in traditional-age students is turning around: this year, 53 percent of institutions reported an increase in first-time freshmen; only 42 percent had an increase last year. At independent institutions, 40 percent increased their first-time freshman enrollment, compared to 23 percent the previous year.

New Concerns about Affordability

The affordability of college study is a growing problem, reflecting both the recent increases in public-sector tuitions, the pressures on independent institutions of providing financial aid from their own funds, and the effects of recession on many families and individuals.

- Six in ten institutions reported that an increased number of students require full financial support.
- Over half of all institutions reported that an increased number of students are taking longer to complete their degree requirements because of finances.
- About half of all institutions reported that more students are attending college part-time for financial reasons.

New Program Initiatives

Despite very significant financial issues, American colleges and universities have moved forward with new initiatives.

- Methods of assessing student learning are being developed at 91 percent of colleges and universities; 57 percent have made program or curriculum changes because of assessment results.
- Most large universities have taken steps to strengthen undergraduate instruction and to consider expanded definitions of faculty scholarship.
- Linkages with foreign universities have grown, as have campus efforts to develop greater global awareness in course offerings and campus activities.
- New requirements in general education have been put in place, most often including coverage of multicultural subjects.

Varied Mechanisms for Reviewing Program Quality

More than is generally recognized, American colleges and universities are engaged in a diverse array of procedures for program revision and review. Reviews that are conducted for regional accrediting agencies, a core component of quality assurance, are complemented by many other review mechanisms.

- Almost all colleges and universities (93 percent) have academic programs reviewed by specialized accrediting bodies; at public universities, an average of 12 academic programs undergo such review.
- Eight in ten institutions conduct regular program reviews, in which academic programs undergo scrutiny, often on a rotating five-year basis.
- Two-thirds of public institutions have state-mandated assessment procedures in place.

FINDINGS

I. The Impact of Changing Financial Circumstances

Financial problems are creating serious dislocations for all sectors of higher education in the early 1990s. Many institutions are increasing class size and offering fewer courses; administrative staff are being cut back or faculty and staff are receiving no pay increases; spending on buildings, equipment and library acquisitions is being reduced. Financial constraints have also meant that plans for new programs or other improvements have been postponed.

Financial retrenchment is widespread in the public sector of higher education. Most states, because of recessionary economies and reduced revenues, have cut their funding for higher education (AASCU, 1991). Many public four-year institutions face continuing, multiple-year financial cuts. An increased proportion of public two-year institutions are also being hit by budget cuts. Among independent institutions, financial problems arise, not so much from state actions as from long-term trends that have been pressuring them throughout the last decade.

The Public Sector: Budget Cuts and Their Impact

Table 1 shows the change in operating budgets of colleges and universities compared to a year ago and five years ago. Financial difficulties have worsened (Figure 1).

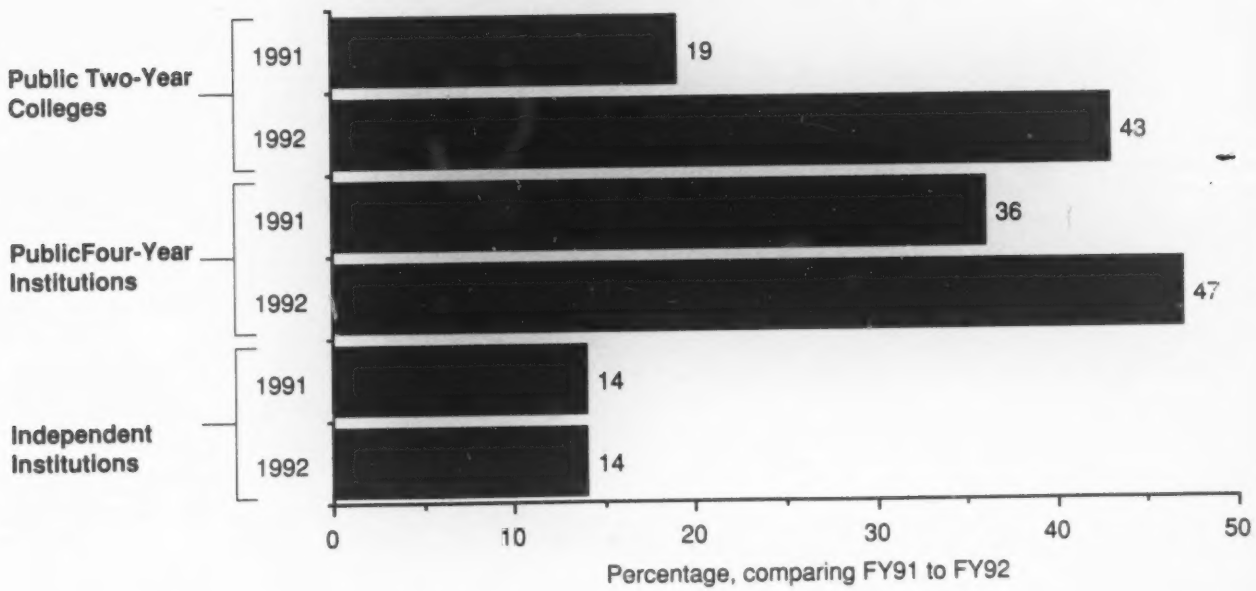
- About half of all four-year public institutions (47 percent) had a decrease or no change in their operating budgets; in contrast, 36 percent faced this situation a year ago *(Campus Trends, 1991)*.

- Forty-three percent of all two-year public institutions had a decrease or no change in their operating budgets. This is a major change from the 19 percent who reported this situation a year ago.

Most public institutions also had to deal with mid-year budget cuts. Sixty-one percent of four-year public institutions reported mid-year cuts, about as many as in last year's survey (64 percent). Among two-year institutions 73 percent reported mid-year budget cuts, up considerably from the 47 percent who had mid-year budget cuts a year ago. Most public institutions also expect further financial cuts for 1992-93.

Figure 1

Percentage of Institutions with a Decrease or No Change in their Operating Budget



When inflation is taken into account, about two-thirds of public institutions lost ground in the last year. With the rate of inflation at 3.1 percent in 1991, about two-thirds of public institutions had operating budgets that dropped or did not keep pace with inflation (i.e., that rose 4 percent or less).

A majority of public institutions also lost ground to inflation over the last five years (Table 1). During this period, when the cumulative rate of inflation was 22.6 percent, close to half of all public institutions had budgets that fell behind the inflation rate. For a significant number of public institutions (23 percent of four-year institutions and 32 percent of two-year institutions), their operating budgets in 1991-92 were the same as or less than their budgets of five years ago.

Such abrupt financial retrenchment has had a wide impact on public higher education. Hardly any administrators—11 percent at four-year public institutions and 15 percent at two-year public institutions—said that financial problems have not had a substantial impact (Table 2). The consequences most frequently cited include:

- Increased tuition and fees paid by students;
- Increased class size and fewer sections of courses;
- A freeze on hiring for regular faculty positions;
- Reduced spending on buildings, equipment, library acquisitions, and administrative salaries;
- Postponing the introduction of new programs; and
- Resource reallocation and greater operating efficiency.

A substantial share of public institutions reported these responses to budget cuts. Other effects cited by a good many four-year public institutions include: delayed or reduced salary increases, a freeze on faculty salaries, reduced student support services, reduced administrative staff, and losing good faculty to other institutions. At two-year public institutions, 3 in 10 also reported that they have had no salary increases for faculty and staff, have eliminated departments or programs, and have reduced administrative staff.

Increased tuition is a major consequence of public-sector financial distress. A year ago, less than half of public institutions increased tuition and fees as a response to financial difficulty; this year, most took such action, including 67 percent of two-year institutions and 81 percent of four-year institutions.

Notably, as another response to budget cuts, about half of all public institutions made changes to achieve greater operating efficiency. Almost as many have reallocated resources.

Table 3 offers an early view of possible long-term effects of academe's current financial problems. In the public sector, a majority of administrators identified several likely long-term effects, including:

- Increased reliance on tuition revenues;
- Increased deferred maintenance;
- Reallocation of resources among departments; and
- Outdated labs and equipment.

Many four-year public institutions also cited the prospect that, because of their budget cuts, they will have a lessened capacity for faculty research. Among two-year institutions, additional concerns were that institutional growth will be slower than planned, that more programs will need to be revenue-generating, and that there will be more state control over their spending decisions.

In all, administrators at 40 percent of two-year public institutions and 26 percent of four-year public institutions felt that recent financial cuts may result in increased state control over spending decisions. Consistent with this prediction, more than 8 in 10 public institutions said that their external reporting requirements had increased in the last five years (Table 3).

Independent Institutions: Distinctive Financial Pressures

The financial problems facing independent colleges and universities are generally not caused by state-mandated budget cuts, but instead reflect a decade-long clash between increasing costs and institutional attempts to remain affordable to students. As Table 1 shows, hardly any independent institutions had budget decreases in the last year; most increased their budgets 5 to 10 percent.

Even so, a significant proportion of independent institutions are facing budgetary difficulties. One-third had to make budget cuts during 1991-92, and a similar number expect budget cuts to be necessary next year (Table 1). Only one-third reported that recent financial pressures have had no substantial impact on their campuses (Table 2).

About half of all independent colleges and universities cited such short-term effects of their financial constraints as:

- Greater efficiency in some operations;
- Increased tuition and fees for students;
- Reduced spending on buildings and equipment; and

- Reallocation of resources.

About one-third also cited other effects, including:

- reduced library acquisitions;
- reduced size of administrative staff;
- delayed or reduced salary increases; and
- making new, creative decisions and implementing needed institutional changes.

When asked about the potential long-term consequences of their financial difficulties, administrators at independent institutions most often cited two prospects:

- more institutional funds will be directed to student financial aid; and
- more of their programs will need to be revenue-generating.

About 3 in 10 administrators at independent institutions also predicted they would face increased reliance on tuition revenues; slower expansion of new technology; and a greater need to reallocate resources among departments.

The Larger Financial Picture

Table 4 summarizes what administrators described as the main factors affecting their financial situation over the last five years. It offers additional context for understanding the fiscal pressures facing both public and independent institutions.

As is evident, budget cuts are not the whole picture. In fact, half of the nation's campuses have confronted financial pressures related to enrollment growth and program expansion during the last five years.

- Two-thirds of independent institutions reported that program expansion and enrollment growth were major factors affecting them financially over the last five years.
- Among public institutions, 4 in 10 cited declining revenues to summarize their five-year financial picture; however, another 4 in 10 cited planning for program growth as a key theme.

Thus, even as a significant part of the public sector is retrenching, another sizeable proportion is dealing with enrollment growth.

II. Enrollment Changes: Past and Future

Despite financial troubles and demographic change, college enrollment continues to increase. In Fall 1991, enrollment reached a record high point of 14.2 million students, according to U.S. Department of Education estimates. During 1991-92, two-thirds of American colleges and universities reported enrollment increases (Table 5).

- Almost all public two-year colleges are experiencing enrollment growth; 8 in 10 increased both overall enrollment and full-time-equivalent enrollment in the last year.
- Among four-year public universities, the picture was mixed: two-thirds had enrollment increases, but another 23 percent decreased enrollment.
- Similarly, over half of independent institutions reported enrollment increases, but 3 in 10 saw enrollment decreases.

Table 6 looks at recent trends in enrollment. Some institutions have gained enrollment but others have lost ground.

- Among two-year public institutions, 9 out of 10 increased their enrollment over the last five years; close to half had increases of more than 20 percent.
- Among four-year public institutions, 9 in 10 also had enrollment increases during the last five years, but generally between 1 and 20 percent.
- The independent sector had diverse experiences during the last five years. One-third had no change or decreased enrollment, while two-thirds had increased enrollment; about 3 in 10 increased their enrollment by more than 20 percent.

For the next five years, campus administrators expect these trends to continue but also to moderate somewhat (Table 6).

- Almost all two-year institutions (94 percent) expect further enrollment growth. However, most predict moderate increases — of 1 to 20 percent — over the next five years.
- Seven in ten of four-year public institutions expect further enrollment growth over the next five years, with most looking for changes of 1 to 20 percent.

- Similarly, among independent institutions, 7 in 10 expect enrollment increases (generally of 1 to 20 percent) in the next five years. However, about 3 in 10 expect enrollment to be steady or to decrease.

A Changing Student Profile

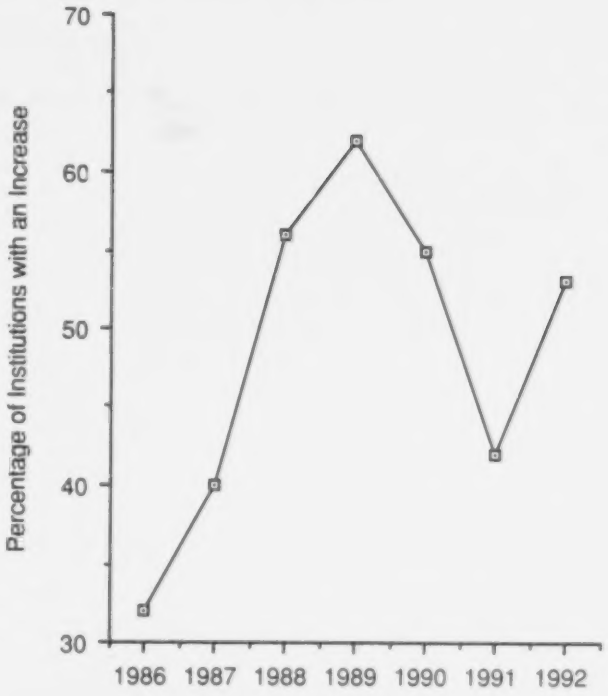
The effect of changing demographic patterns and workforce needs can be seen in shifts among the various components of enrollment (Table 5).

- Enrollment of students who are 25 and older continues to grow; 6 in 10 institutions in all sectors reported such enrollment increases in the last year.
- Part-time enrollment continues to grow, especially at two-year institutions.
- College transfer appears to be growing: 56 percent of all institutions reported an increase in transfer students.
- Graduate enrollment — at both the master's and doctoral level — increased in the last year for about two-thirds of all four-year institutions.
- Enrollment of international students increased for 40 percent of institutions, including at least half of four-year institutions.

Enrollment patterns for first-time freshmen are also worth noting (Table 5). During the last two years (Figure 2), a decreasing proportion of institutions had reported gains in first-time freshmen, and a substantial proportion had reported enrollment decreases. This fall-off reflected the fact that the number of high-school graduates has been slowly declining. The picture has now changed somewhat. As Figure 2 shows, 42 percent of institutions had increased their enrollment of first-time freshmen in 1991; this year, 53 percent did so. These gains may be a sign that the major consequences of a demographic decline in the number of high-school graduates has begun to end. Indeed, in some states, the low point for the number of high-school graduates has now passed (WICHE, 1988). Notably, independent institutions saw considerable change: a year ago, 23 percent increased their enrollment of first-time freshmen; this year, 40 percent had an increase.

Whether due to the economy, to changing demographics, or to increased efforts by college administrators, the number of applications for college admissions increased for most institutions in the last year (Table 5). Eight out of ten two-year institutions and two-thirds of four-year institutions reported increased applications.

Figure 2
Changes in Enrollment of First-time Freshmen



Providing Access: Continuing Efforts, New Issues

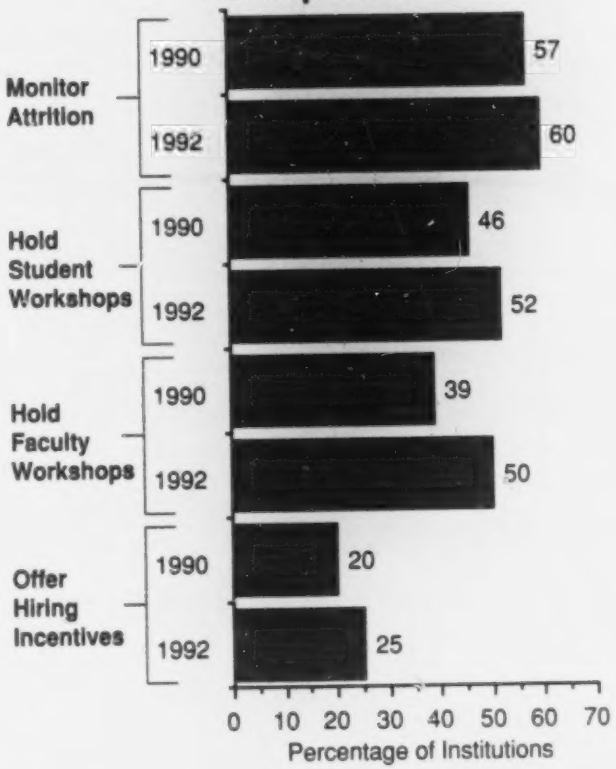
During 1991-92, many colleges and universities reported increased enrollment of African-American, Hispanic, Asian-American and American Indian students at their institutions (Table 5).

- More than half of all institutions increased their enrollment of African-American students.
- Close to half of all institutions increased their enrollment of Hispanic students.
- Close to half of all institutions increased their enrollment of Asian-American students.
- One-quarter of all institutions increased their enrollment of American Indian students.

Notably, the number of institutions reporting gains is greater this year than was reported in last year's survey *(Campus Trends, 1991)*.

Table 7 describes different actions designed to enhance minority participation and achievement in higher

Figure 3
College Actions to Improve Minority Participation



education, actions based in large part on ACE's Handbook for Enhancing Minority Diversity (Green, 1989). Most campuses use several of these strategies. As Figure 3 shows, some gains have been made since 1990 in the proportion of campuses using each of these strategies *(Campus Trends, 1990)*.

- At least 6 in 10 institutions track minority student attrition and review data on completion rates for minority students.
- Student workshops to increase racial and cultural awareness are conducted by about half of all institutions.
- Half of all institutions hold workshops for faculty; 44 percent do so for staff and administrators.
- About half of all institutions have a comprehensive plan for increasing minority participation on their campuses. Half also report that they have a commission or task force to assess the status of minorities; 70 percent of public four-year institutions have a commission.
- Two quite specific strategies—offering incentives to academic departments to increase hiring of minority faculty and having departments encourage minority students to major in their discipline—have been adopted by one-quarter of institutions.
- Very few institutions have a minority studies center; such centers are found primarily at large universities.

At the same time, a substantial number of institutions have not taken such steps to promote minority participation. One out of three have not held workshops to increase racial and cultural awareness. Three in ten have not developed a comprehensive plan for increasing minority participation on their campus; and one in five do not monitor minority student attrition.

Table 8 offers evidence of possible new challenges to higher education's efforts to offer educational access to students. Most institutions reported that increasing numbers of students are having their studies affected by financial constraints.

- Six in ten institutions reported that an increased number of students require full financial support. All types of institutions reported this trend.
- Fifty-six percent reported increased enrollment of persons who are out of work. Eighty-two percent of two-year institutions reported this change.
- Forty-two percent of institutions reported increased enrollment of students from low-income backgrounds. Two-year institutions much more often reported this increase, possibly reflecting a shift by low-income students away from four-year institutions.
- Just over half of all institutions reported that more students are taking longer to complete their degree requirements because of finances.
- Similarly, about half of all institutions reported that an increased number of students are attending college part-time for financial reasons.
- Four in ten institutions reported an increased number of students have taken a semester off for financial reasons.

These responses by campus administrators offer indirect evidence that some students have responded to rising tuition costs by cutting back on their studies in one way or another. More direct evidence is needed but the trend suggested by these responses is troubling.

III. Changes Affecting College Faculty

In this year's *Campus Trends* survey, as in previous years, administrators reported on changes in the composition of their faculty and described their expectations for the next few years. Results indicate that American colleges and universities differ quite sharply in status: some report net losses in faculty or expect decreases in the future; others are hiring now and expect an increased pace of hiring, often due to program expansion. Some have increased the representation of women and minority faculty at their institutions; others have not made much progress.

The more general trends (Table 9) include the following:

- Most colleges and universities made new faculty appointments during the past year, but at least half did so without any net increase in the size of their faculty.

- Half of the nation's campuses increased the number of their full-time faculty in the last year; just as many also increased the number of their part-time faculty;

- Half of all institutions reported an increase in tenured faculty.

It can be recalled that two-thirds of institutions had enrollment increases in the last year, so much of these increases in faculty numbers may reflect increasing program needs.
Some losses in faculty numbers can also be noted:

- Twenty percent of all institutions reduced the number of their full-time faculty in the last year, and 15 percent reduced the number of their part-time faculty.

- Four-year public institutions were most likely to report losses: 26 percent had a net drop in the number of full-time faculty. At the same time, 17 percent had a net drop in the number of tenured faculty.

These reductions in faculty numbers are probably related to institutional budget cuts, reflecting hiring freezes that leave positions vacant or efforts to encourage early retirement among tenured faculty. Decreased enrollment may play a role for some institutions.

Comparison with what campuses reported two years ago (*Campus Trends 1990*) helps demonstrate how budget cuts have changed academic hiring patterns. In 1990, 61 percent of institutions increased their faculty, compared to 48 percent in 1992. Hardly any — 5 percent — had cut faculty numbers in 1990, compared to 20 percent in 1992.

Attempts by colleges and universities to increase their number of minority and women faculty saw only limited progress in the last year, possibly another side effect of hiring freezes and budget cuts.

- One-third of institutions reported a gain in minority faculty; one-half reported a gain in women faculty.

- Efforts to move women and minority faculty into tenured positions also showed limited gains. Two in ten reported gains in the number of minority faculty with tenure, and half increased the number of women faculty with tenure.

- Public four-year institutions were the most likely to report gains in tenuring women and minority faculty.

The Outlook for the Next Five Years

After a decade or so of relative stability in faculty ranks, the *Campus Trends* results suggest that the next few years will see an increased pace of change (Table 10). Over half of all institutions expect to increase their hiring; a small number (20 percent) expect reduced faculty numbers, generally involving 5 to 15 percent of current positions. Specific expectations vary by type of institution (Figure 4):

- Two-year institutions expect substantial hiring needs. Sixty-seven percent predict increased hiring, and half of these institutions expect that this will involve 15 percent or more of current faculty positions. Almost all (8 in 10) indicate that increased hiring needs are due both to expected retirements and to the likelihood of increased enrollment.

- Independent institutions have a more modest outlook. Four in ten expect an increased pace of faculty hiring, while another 2 in 10 expect to decrease the size of their faculty. Among those expecting increased hiring, most point to increased enrollments and new programs as well as to replacement needs due to retiring faculty. For most of those anticipating an increase, hiring needs will involve more than 10 percent of their current faculty positions.

- Four-year public institutions have diverse expectations. Three in ten expect to decrease the size of their faculty over the next five years. On the other hand, half expect increased faculty hiring, and almost half

of these institutions expect hiring to involve 15 percent or more of their current staffing. These institutions will hire new faculty mainly to replace retiring faculty; new program needs and enrollment growth are mentioned much less often.

Related to the estimates of both hiring needs and possible reductions in faculty numbers are institutional estimates on how many of their current faculty will retire in the next few years. Seven in ten American colleges and universities expect an increased pace of faculty retirements in the next five years, but with substantial differences by type of institution.

- Two-year colleges may face the most retirement activity; 8 in 10 public two-year colleges expect increasing faculty retirements, with about half expecting that 15 percent or more of their current faculty will retire.

- Similarly, 7 in 10 public four-year institutions expect increasing retirements; 4 in 10 of these institutions expect that 15 percent or more of current faculty will retire.

- In contrast, independent institutions expect somewhat less retirement activity. Just over half expect increased faculty retirements, generally involving less than 15 percent of their current faculty.

Hiring and Tenure Practices

Table 11 describes some of the strategies by which institutions currently conduct their faculty hiring:

- Four in ten colleges and universities followed a general practice of making appointments at the entry level. Another 3 in 10 restricted hiring to entry-level positions in only a few fields. However, another 3 in 10 did not restrict their hiring by level.

- Hiring persons from outside academe was reported by 45 percent of all colleges and universities. However, nearly all such appointments were made only in a few disciplines, not as a general practice

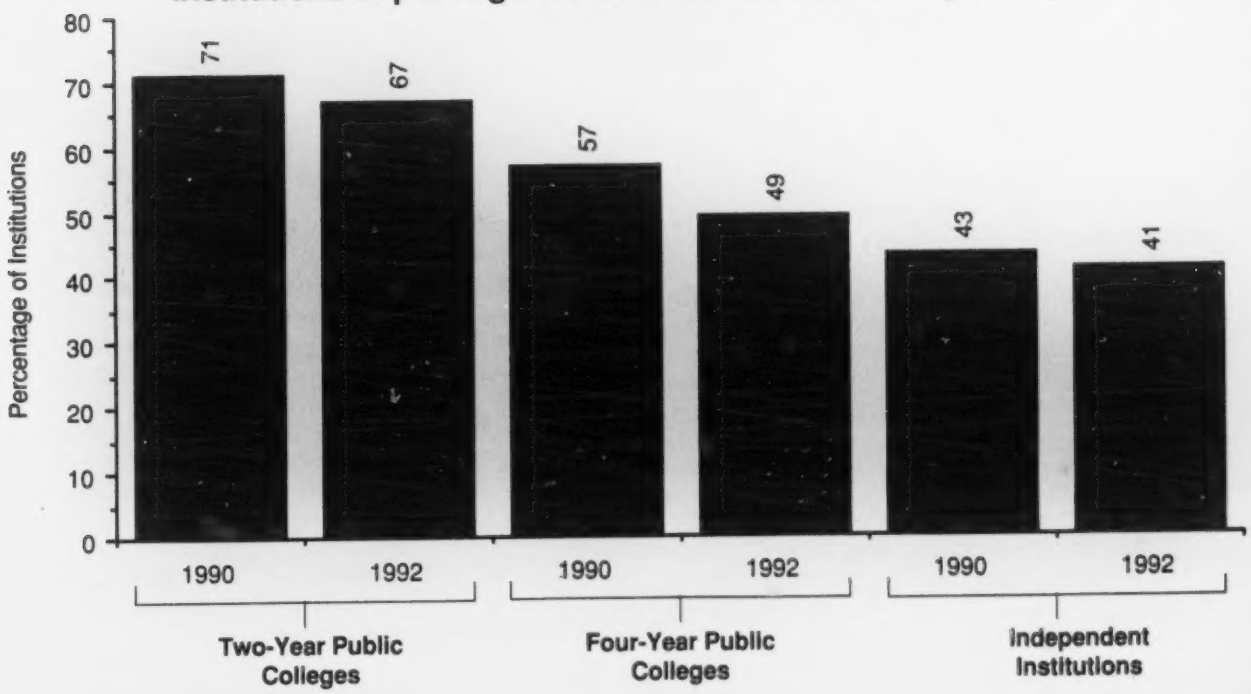
- Most institutions hired faculty who had not yet finished their doctorates. Four-year institutions made such appointments in only a few disciplines. About half of two-year institutions made such appointments as a general practice.

- One-third of American colleges and universities hired foreign nationals for faculty positions in the last year. These appointments occurred in only a few fields, and especially at doctoral universities.

- About one-quarter of institutions have special funds to facilitate the hiring of minority and women fac-

Figure 4

Institutions Expecting An Increased Pace of Faculty Hiring



ulty. Almost half of four-year public universities reported such funds.

A decade or more ago, much concern focused on the relatively high rates of tenure among college faculty. Some analysts suggested that campus administrators must find alternatives to tenure in order to give their institutions greater flexibility in responding to changing program needs. Based on responses to this year's *Campus Trends* survey, it appears that, without abandoning tenure, most campuses have been able to keep their tenure rates at reasonable levels (Table 11).

- Among four-year institutions, tenure rates today average between 55 and 60 percent. No independent institutions reported a tenure rate of 80 percent or more; only 5 percent of four-year public universities had 80 percent or more of their faculty with tenure.

- Most two-year institutions do not give tenure but consider their long-term faculty to hold an equivalent degree of job security. In this context, half of public two-year colleges reported that 80 percent or more of their faculty have long-term employment.

An important but still controversial device by which colleges and universities have introduced flexibility into their academic staffing is to make some faculty appointments for limited terms. Faculty appointed on this basis are not on the tenure track and have no assurance of being rehired after their contract ends. According to *Campus Trends* respondents (Table 11), a small but significant proportion of today's teaching faculty hold these limited appointments.

- An average of 9.8 percent of faculty were not on the tenure-track. At public four-year institutions, the average was slightly higher, 12.8 percent.

- For almost all institutions (86 percent), faculty who are not on the tenure track comprised less than 20 percent of their total faculty.

An estimated twenty-six percent of today's college faculty are not tenured but hold appointments that can lead to tenure (Table 11). At independent institutions, slightly higher proportions of faculty have this status, with lower proportions reported by two-year institutions.

About half of four-year institutions have a probationary period for regular faculty appointments of 6 years; for most others, the probationary period is 7 years or more. At two-year institutions, the probationary period is shorter, generally 4 years or less.

Most colleges and universities (75 percent) provide tenure-track faculty with a review of their progress at an early point in their probationary period (Table 11):

- At two-year institutions, half conduct a review after one year; often, this review is conducted yearly.

- Four in ten public four-year institutions conduct a review after one year; another 3 in 10 of these institutions schedule this review after three years.

- Among independent institutions, 4 in 10 conduct this review at the end of three years' time; another 3 in 10 schedule the review after 2 years.

New Questions about Teaching Load and Faculty Scholarship

As is well known, distinctive differences exist among American colleges and universities in the extent of teaching responsibilities they assign to their faculty (Table 12). Particularly sharp differences exist between two-year and four-year institutions (Figure 5).

- Among two-year public institutions, the general practice is to have regular, full-time faculty teach 10 or more courses p[illegible]ar (typically, five courses in each of two terms,.

- Among four-year public institutions, teaching assignments are more varied; about 4 in 10 of these institutions expect their faculty to teach 8 courses a year; this is especially true of comprehensive universities. Another 3 in 10 expect their faculty to teach 5 or 6 courses a year; this is especially true of doctoral universities.

- More than half of independent institutions assign their faculty 8 or 9 courses per year; another 29 percent define the yearly teaching load as 6 or 7 courses.

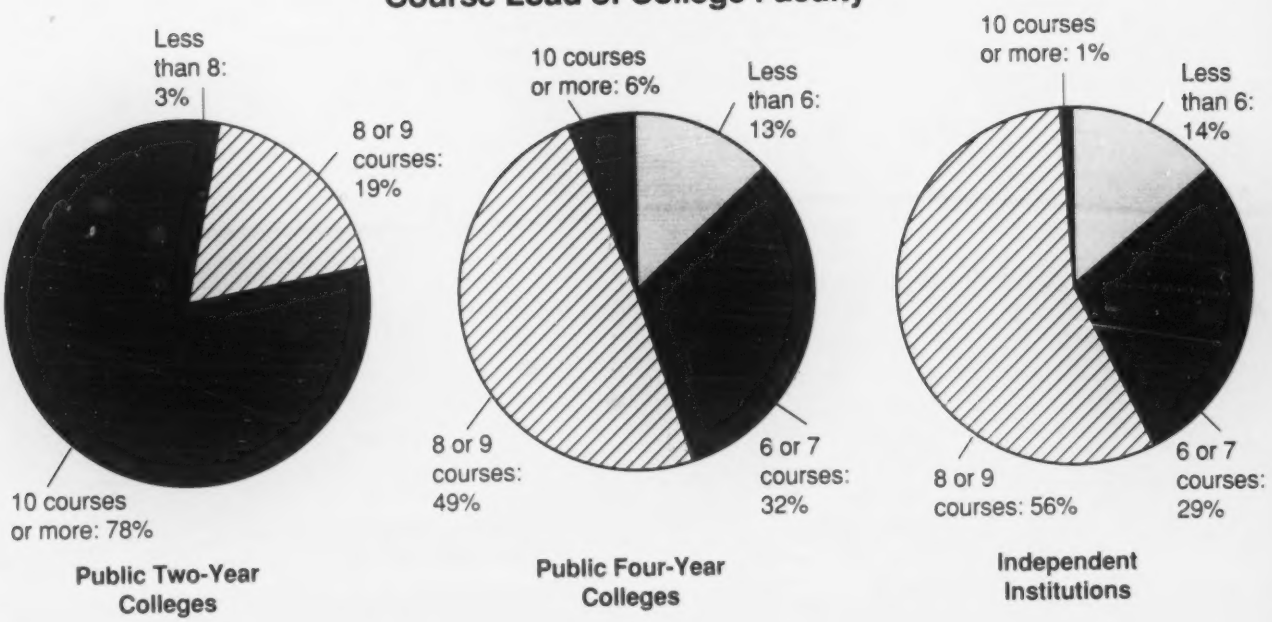
A small proportion of colleges and universities (17 percent) changed their faculty teaching load during the last few years. About one-quarter of four-year institutions but only 9 percent of two-year institutions reported a change. Among independent institutions, changes mainly involved a decrease in teaching load. Changes made by four-year public universities were more diverse, with some reporting an increased load and others reporting a decreased load.

Currently, 28 percent of all institutions are considering increases in their teaching load assignments, but a similar number are considering possible decreases (Table 12).

- Very few institutions in the independent sector (15 percent) are discussing work-load increases.

- In contrast, 41 percent of four-year public universi-

Figure 5
Course Load of College Faculty


Less than 8: 3%
8 or 9 courses: 19%
10 courses or more: 78%
Public Two-Year Colleges
10 courses or more: 6%
Less than 6: 13%
8 or 9 courses: 49%
6 or 7 courses: 32%
Public Four-Year Colleges
10 courses or more: 1%
Less than 6: 14%
8 or 9 courses: 56%
6 or 7 courses: 29%
Independent Institutions

ties are discussing an increase or have recently made a change. These actions may be in response to questions about teaching load being raised by state agencies or legislatures.

Discussion is also taking place on the possible merits of applying an expanded definition of scholarship to the expectations for faculty performance. Eugene Rice, Ernest Boyer and others have argued that faculty evaluations have given too much emphasis to the discovery of new knowledge and too little emphasis to the value of other scholarly contributions (Boyer, 1990).

This expanded view of faculty scholarship has gained a substantial audience in academe (Table 12); about one-third of institutions are discussing possible changes to their current policies, and another 8 percent have made changes to reflect new definitions of scholarship. This issue appears primarily at four-year institutions, both public and independent.

Another recent concern involves the degree to which college faculty are able to devote time and attention to undergraduate instruction. This concern has been raised at large public universities especially, reflecting concern over the competing demands on faculty time of graduate students and research activities. *Campus Trends* results suggest that, in response, most universities are paying more attention to this issue (Table 12).

- Among four-year public institutions, one-quarter have made changes and another half are discussing changes to give greater emphasis to undergraduate education.
- Most other institutions have also taken steps to improve the undergraduate experience of students.

Several other personnel policies affecting college faculty are also receiving attention (Table 12).

- Policies for released time of faculty are being reviewed by about half of all institutions.
- Procedures for post-tenure review of faculty are being discussed at 3 in 10 institutions.

IV. Multicultural Perspectives in the Curriculum

As American campuses have taken steps to increase the use of curricular materials reflecting different cultures, a focus of such activities has been the institution's general course requirements. Almost all American colleges and universities require their students to complete course work in general education (Table 13).

Typically, an institution's general education requirements include both "core" courses, taken by all students, and distribution requirements, in which students choose courses from a limited number of related

options (Table 13). Among independent institutions, general requirements often also include a freshman seminar (mentioned by 64 percent of independent institutions), upper-division course requirements (mentioned by 55 percent of independent institutions), or senior "capstone" courses in each major field of study (mentioned by 38 percent of independent institutions).

Today, about three-quarters of all campuses with general education requirements have integrated multicultural materials into their general courses (Table 13). Eighty-six percent of independent institutions have done so, as have 83 percent of public four-year institutions. Among two-year public institutions, 63 percent now have multicultural materials in their general education requirements.

The dominant pattern is to include such material as part of general courses, rather than to require students to take specific courses that focus on multicultural issues. Among the institutions that have introduced multicultural materials into the general education curriculum:

- Eighty-four percent have included this material in general courses;
- Sixty-nine percent have chosen to offer — but not require — courses that focus on multicultural issues; and
- Thirty-one percent require students to take specific courses that focus on multicultural issues.

A second approach for adopting multicultural perspectives is to integrate such material into the courses offered in each major field of study. This approach has been taken by some departments in the humanities and in the social sciences across a wide range of institutional types (Table 13). Departments in the natural sciences are less likely to have done so. In professional fields, the situation is mixed: about half of all institutions report that some of their professional departments have taken such steps.

Another approach for increasing curricular attention to multicultural perspectives is to offer ethnic studies, women's studies, or non-Western studies, either as major fields of study or as "minor" specializations (Table 13). This approach has been taken mainly by four-year public institutions.

- One-quarter of four-year public institutions offer race or ethnic studies as a major field of study; another 26 percent offer a minor in these subjects.
- Twenty-two percent of public four-year institutions offer a major in non-Western studies; another 23 percent offer a minor in non-Western studies.
- Women's studies is offered as a major at 16 percent of public four-year institutions, and is available as a "minor" at another 41 percent of these institutions.

In contrast, very few two-year or independent institutions have such offerings.

V. Accreditation, Assessment, and Other Quality Assurance Mechanisms

More than is generally realized, American colleges and universities are regularly engaged in various processes of self-scrutiny, program improvement or external review. Most institutions are affected by several such procedures (Table 14).

- All colleges and universities undergo external reviews by regional (or, in some cases, national) accrediting organizations.
- Almost all (93 percent) have particular academic programs reviewed by specialized accrediting bodies. Generally, this affects about 6 academic programs; at public four-year institutions, 12 academic programs undergo such reviews, on average. At doctoral universities, an average of 19 academic programs are subject to review by specialized accrediting bodies.
- Regular program reviews are another device by which specific academic programs undergo scrutiny, often on a rotating basis in which all programs are reviewed over a five-year period. Eight in ten institutions conduct program reviews; 9 out of 10 public four-year institutions have program review procedures, often involving state oversight and reporting. Among independent institutions, three-quarters have established their own procedures for program review.
- State-mandated assessment is another method for evaluating programs and identifying areas for improvements. Sixty percent of public four-year institutions and 71 percent of public two-year institutions have state-mandated assessment procedures in place. One-third of independent institutions reported such procedures, possibly based on state incentives.

Several other mechanisms for program review and planning are also found at most colleges and universities. These include:

- Strategic planning, currently used by almost all institutions;
- Faculty committees for curriculum review, used by about 9 in 10 institutions; and
- Internal processes for administrative review, used by about three-quarters of institutions.

Taken together, these different devices offer a substantial, undoubtedly overlapping web of evaluative mechanisms directed toward program review and improvement.

In another question, administrators were asked to rate how useful such mechanisms are for ensuring program quality. Responses were mixed, but generally supportive; some are considered to be more useful than others (Table 14).

- Regular program reviews were most often rated as "very useful." Two-thirds of all institutions gave this response.
- Fifty-six percent of institutions said that faculty curriculum review committees were "very useful."
- About half of all institutions said that accrediting reviews, both regional and specialized, were "very useful." Two-year institutions were the most supportive.
- About half of all institutions said that internal administrative reviews were "very useful."
- Only 4 in 10 institutions rated strategic planning as "very useful" for ensuring program quality.
- Only 3 in 10 institutions considered state-mandated assessment to be "very useful."

It can be noted that the rank order of preferred evaluation mechanisms differed by type of institution.

- Among independent institutions, the most useful mechanisms involve internally controlled procedures, including (in rank order): program reviews; faculty curriculum reviews; and internal administrative reviews.
- Administrators at public four-year institutions considered the most useful mechanisms to be: faculty curriculum reviews; program reviews, and specialized accreditation reviews.
- At public two-year institutions, the most useful mechanisms were cited as: regional accrediting reviews; specialized accrediting reviews; and program reviews.

Assessment: Increasingly Widespread

It appears that new techniques for assessing student learning are becoming a routine aspect of academic practice. In this year's survey, nine out of ten institutions reported that they have assessment activities underway (Table 15). This response covers a wide range of efforts, from the one-third or so of institutions that have well-developed assessment procedures (Johnson et al., 1990) to a good many institutions, especially in the independent sector, who have recently initiated assessment activities.

The growth in institutional use of assessment procedures is striking. Just four years ago *(Campus Trends, 1988)*, only about half of all institutions had some form of assessment activity underway. Furthermore, it was only about eight years ago that assessment began to receive focused attention in national conferences, publications, and grant programs.

Among independent institutions, the number with assessment activity underway increased substantially in the last year; 87 percent now report some activity, up from 70 percent a year ago. A key factor may be the assessment or "outcomes" requirements of regional accrediting agencies; 79 percent of independent institutions reported that assessment is now part of a self-study for accrediting purposes, up from 70 percent a year ago.

The link between assessment and accrediting processes has grown in the past few years, and is now quite strong.

- Almost 8 out of 10 institutions state that assessment is part of a regional accrediting self-study.
- Seven out of ten institutions state that assessment is part of self-studies they conduct for specialized accrediting agencies.

Both figures are an increase over what was reported in the *Campus Trends* survey of a year ago.

Forms of assessment that allow an institution to shape its own procedures continue to gain favor (Table 15).

- Eight in ten institutions are developing their own assessment instruments, up from 69 percent a year ago.
- Substantially more public two-year institutions re-

ported the use of their own procedures compared to a year ago (82 percent this year, compared to 67 percent in 1991).

- Half of all institutions are now using methods of portfolio assessment. Portfolio assessment—in which samples of students' work are assessed for evidence of improved learning—offer students very helpful information but require substantial faculty involvement. It is thus notable that the use of portfolio techniques increased among four-year public institutions, from 44 percent a year ago to 56 percent of these institutions in 1992.

Just over half of all institutions (57 percent) reported that assessment has led to program or curriculum changes. A year ago, 52 percent of institutions reported some changes. Among independent institutions, 58 percent reported that assessment has led to program or curricular change, an increase from 39 percent just a year ago.

Attitudes toward Assessment

Assessment procedures are gaining support among campus administrators, although they are not yet endorsed widely (Table 16).

- Eighty-four percent of administrators now agree that, as a condition of accreditation, colleges should be required to show evidence of institutional effectiveness. Two years ago *(Campus Trends, 1990)*, 74 percent had agreed with this statement.

- Sixty-one percent of administrators agree that all colleges and universities should develop and publish evidence of their institutional effectiveness. In 1990, 47 percent had agreed with this statement.

- Just over half of administrators (53 percent) believe that assessment procedures will significantly improve undergraduate education. This view has not changed in the last two years; in 1990, about the same proportion, 50 percent, had agreed with this statement.

- On the negative side, 61 percent of administrators believe that use of nationally standardized tests for assessment offers a risk of distorting the educational process. This is a slight decrease since 1990, when 70 percent had taken this view.

- In 1992, 53 percent of administrators agreed that most campus officials have strong fears about misuse of effectiveness measures by external agencies. In 1990, 73 percent had taken this view.

It appears, then, that campus administrators now endorse some of the general purposes of student assessment, especially the principle that an institution ought to develop and show evidence of its institutional effectiveness. Suspicion remains, however, that assessment information will be misused by external agencies. And, even though almost all campuses now have some direct experience with assessment, it is significant that barely half of administrators believe that assessment offers a way to improve undergraduate education.

VI. International Linkages and Study Abroad: New Locations and Forms

Many American colleges and universities, especially four-year institutions, have had international programs for a long time. Typically, this has included study-abroad programs for students and opportunities for faculty exchange with partner universities in other countries. Most activities have been with institutions in Europe (Lambert, 1989).

Results from this year's *Campus Trends* survey indicate that the number and range of international linkages and study abroad programs are growing. More American institutions are engaged in such programs, and they have ties to an increasing number of geographic locations (Table 17).

The most widespread international arrangements include: study abroad programs for students; lecture and visiting programs for foreign scholars; and exchange programs involving faculty or students (Table 17).

- Programs that arrange lectures or visits by foreign scholars are the most common, reported by 9 in 10 four-year institutions and by 3 in 10 two-year institutions.

- Study abroad programs in Europe also are widespread, reported by 9 in 10 independent institutions, by three-quarters of public four-year institutions, and by 3 in 10 two-year institutions.

- Faculty exchange programs are especially strong among four-year public institutions; 75 percent have faculty exchange programs, compared to 64 percent of independent institutions, and 27 percent of two-year public institutions.

- Study abroad programs focused on non-European locations have grown in popularity; 64 percent of independent institutions now report such programs,

as do 60 percent of public four-year institutions and 19 percent of two-year institutions.

Other international programs appear primarily at universities, especially doctoral institutions (Table 17). Such programs, and the percentage of doctoral universities reporting them, include:

- Overseas linkages for joint research projects (85 percent);
- Programs in which foreign nationals receive training (73 percent);
- An international speakers program (70 percent);
- Government grants or contracts for technical assistance (65 percent);
- Consulting or technical assistance for management training (66 percent) or for other purposes (62 percent);
- Telecommunications links with overseas institutions (59 percent);
- Consulting or technical assistance on curriculum development (55 percent); and
- Foundation grants for technical assistance (54 percent).

A small number of colleges and universities have developed academic programs that they directly administer and operate in other countries (Table 17). Currently, the most frequent type of directly-administered program is one that offers overseas study for American students; this was reported by 40 percent of four-year public institutions and 47 percent of independent institutions. At the same time, 13 percent of four-year public institutions and 9 percent of independent institutions administer overseas programs for foreign nationals.

Situations in which American institutions operate overseas branch campuses are small but growing: 6 percent of institutions (including 11 percent of independent institutions) operate branch campuses for American students; 3 percent of institutions operate branch campuses for foreign nationals.

Expanding Geographic Outreach

The geographic areas in which American colleges and universities have linkages are increasingly diverse (Table 17).

- The most popular locations, often with long-standing ties, are in Western Europe: 80 percent of independent institutions, 76 percent of public four-year institutions and 25 percent of two-year public institutions have linkages in Western Europe.
- Among four-year institutions, about half also have linkages with: Eastern and Central Europe; the former Soviet republics; Japan; other Asian countries; Mexico; and other Latin American countries.
- Among two-year institutions, about 25 percent report linkages with Western European countries; 16 percent report linkages with Japan; and 17 percent, with Latin American countries.

Internationalizing the Campus

In addition to developing links to foreign institutions, many American colleges and universities have taken steps to introduce an international perspective to the life of their own campuses. This may involve introducing new course material or specific programs (including area studies; foreign language specialties; international forums or conferences). Institutions may also encourage their students and faculty to obtain experiences in other countries that they can share with their campus community.

As Table 18 suggests, such "internationalization" of an institution is a long-term goal. Although based on rough estimates or impressions, survey responses suggest that only a limited percentage of American college faculty have participated in international research or other projects. Similarly, relatively few American students have studied in other countries; however, a good number of campuses can point to progress in offering courses with international content.

- About one-third of four-year institutions estimate that over 10 percent of their course offerings now include international materials. Another half estimate that 3 to 10 percent of courses have such coverage.
- Study abroad, despite its general acceptance, involves a small fraction of students. Most colleges and universities estimate that 1 to 2 percent of their students have studied abroad.
- Study abroad is most often found at independent institutions: 16 percent reported that over 10 percent of their current students have studied abroad; one-third reported that 3 to 10 percent of their students have studied abroad.

College faculty can bring an international perspec-

tive to their campuses in a variety of ways (Table 18). The most common approach appears to be research involving other countries. Twenty-six percent of public four-year institutions estimate that at least 10 percent of their full-time faculty have conducted such research. Seventeen percent of independent institutions make this estimate. Two-year institutions report very little faculty involvement with international activity.

Other approaches include faculty participation in international projects, exchanges with faculty at foreign universities, and faculty supervision of study-abroad programs. Most four year institutions reported such activity; generally, however, less than 3 percent of the faculty have had such involvement.

The presence of faculty members who are foreign nationals can be another way to bring international perspectives to the campus. About half of four-year institutions estimate that 1 or 2 percent of their full-time faculty are foreign nationals.

Quite a few colleges and universities report increased faculty involvement in overseas activities. Two-thirds of public four-year institutions reported increases in faculty involvement over the last five years, as did 6 in 10 independent institutions and 2 in 10 public two-year institutions (Table 18).

VII. Important Campus Issues

The 1990s present some distinctive challenges for college and university leaders. As this report has demonstrated, financial constraints are severe and occur at a time when many campuses face rising enrollment as well as expectations for improving programs and extending their services.

Table 19 describes some of the issues that are high on the agenda for attention by campus administrators. Respondents were asked about specific concerns in three broad areas: financial issues; issues related to the academic program; and issues related to faculty. Because these areas were cited as key concerns last year on the 1991 *Campus Trends* survey, an opportunity was given to this year's respondents to describe the specific challenges they presented.

Financial issues are paramount. In the 1991 survey, almost all administrators had focused on financial issues as most urgent. The specific issues named in the 1992 survey vary by type of institution (Table 19).

- Budget cuts and reduced revenues are the key financial issues for public institutions. Half of all public institutions named these as major issues. Cost containment was also a major concern.

- Among independent institutions, administrators cited urgent spending needs, including capital improvements and support for financial aid. They also voiced concern over containing costs despite increased enrollment or increased program needs.

- Other financial issues include: rising employee-related costs, increases in student costs, and enrollment uncertainty.

Current issues related to curriculum are varied, but most frequently focus on general educational requirements (Table 19).

- Close to half of four-year institutions are currently addressing issues related to the general education curriculum; about one-quarter of public two-year institutions cited this as a major focus of activity.

- Issues in integrating multicultural materials into the curriculum were cited by 14 percent of all institutions.

- Issues related to assessment were reported at one-quarter of public two-year institutions.

- Ten percent of public four-year institutions also reported that issues related to assessment were receiving attention; a similar percentage cited the need for program consolidation as a key concern.

Issues related to faculty are varied (Table 19), but most are related to financial constraints.

- One-third of all institutions cited concerns about faculty salaries and benefits as their chief issue related to faculty.

- Nearly two out of ten public institutions reported that faculty workload and class size were major issues.

- Among independent institutions, the most frequently cited faculty concern focused on salary and benefits; however, another 2 in 10 cited issues that focused on faculty performance and teaching effectiveness.

- Barely 1 in 10 institutions cited faculty hiring needs as a major issue. This concern appeared primarily among two-year colleges, possibly a reflection of their continuing enrollment increases.

Conclusion

Financial issues dominate any description of the status of American colleges and universities during 1991-92. As this report has shown, a sizeable proportion of institutions have faced financial constraints that have had wide repercussions on institutional life. Most noticeable are cutbacks in spending on buildings, equipment, and library acquisitions and reductions in the number of courses or course sections offered. Less immediately noticeable, perhaps, are the steps that campuses have taken to achieve greater efficiency in their operations.

Increased tuition charges are another widespread response to financial pressures, with potential but as yet unclear effects on enrollment. In this survey, some administrators reported that increasing numbers of students are adjusting their study arrangements for financial reasons, whether by taking a semester off, studying part-time or otherwise taking longer to complete degree requirements. Administrators at two-thirds of all institutions also reported that increasing numbers of students are requiring full financial support.

The survey also shows that, despite often severe financial constraints, campus administrators are not ignoring other important issues. Most institutions have dealt with rising enrollments and have introduced new programs. Most are involved in developing and implementing assessment procedures, frequently because of accrediting agency mandates. And most conduct program review and improvement activities through a variety of mechanisms.

Progress is also being made in bringing new, more culturally diverse voices to the campus: some gains have been made in improving the representation of women and minorities among college faculty; most institutions have integrated multicultural materials into their general education courses; and new initiatives are underway to "internationalize" American colleges and universities.

Campus administrators expect that their financial problems will continue. Many also expect their enrollments to increase. They are looking to the implementation of new programs to serve those students, even if they will be temporarily delayed by financial constraints. A key challenge for academic leaders today is to respond to several, often conflicting pressures in a constructive way.

REFERENCES

American Association of State Colleges and Universities. *Report of the States: 1991 Annual Budget and Fiscal Survey (Update)*. Washington: AASCU, June 1991.

Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990.

El-Khawas, Elaine. *Campus Trends, 1991*. Washington: ACE, 1991.

_____. *Campus Trends, 1990*. Washington: ACE, 1990.

_____. *Campus Trends, 1989*. Washington: ACE, 1989.

_____. *Campus Trends, 1988*. Washington: ACE, 1988.

Green, Madeleine F. (ed.) *Minorities on Campus: Handbook for Enhancing Diversity*. Washington: ACE, 1989.

Johnson, Reid, Joseph Prus, Charles J. Andersen, and Elaine El-Khawas, *Assessing Assessment*. Washington: ACE, 1990.

Lambert, Richard D. *International Studies and the Undergraduate*. Washington: ACE, 1989.

Western Interstate Commission for Higher Education. *High School Graduates: Projections by State, 1986 to 2004*. Boulder: 1988.

TABLES

TABLE 1 -- Recent Change in Operating Budgets

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of Institutions that:								
Had a mid-year budget cut:	57	73	41	44	57	73	61	35
Expect budget cuts for 1992-93:	57	71	43	43	63	71	66	35
Rate their financial condition as "excellent" or "very good:"	36	33	38	38	36	33	22	47
1991-92 Budget Compared to Last Year:								
Increase of:								
11 percent or more	11	10	12	11	17	10	14	11
7 to 10 percent	19	12	38	13	15	12	9	33
5 to 6 percent	20	15	25	25	12	15	11	29
1 to 4 percent	17	20	10	15	25	20	18	12
No change	9	6	14	10	11	6	12	11
Decrease of:								
11 percent or more	2	3	0	3	1	3	4	0
7 to 10 percent	5	9	0	5	4	9	6	1
5 to 6 percent	7	14	0	4	6	14	7	0
1 to 4 percent	9	11	2	13	9	11	18	2
1991-92 Budget Compared to Five Years Ago:								
Increase of:								
41 percent or more	26	20	41	20	30	20	24	34
31 to 40 percent	15	12	16	19	14	12	14	19
21 to 30 percent	9	5	8	14	14	5	10	12
11 to 20 percent	17	18	12	22	16	18	16	17
6 to 10 percent	7	6	14	2	4	6	6	8
1 to 5 percent	6	8	4	4	7	8	6	4
No change	6	10	0	5	8	10	4	3
Decrease of:								
11 percent or more	5	7	0	5	2	7	7	0
1 to 10 percent	10	15	4	9	4	15	12	3

Source: Campus Trends, 1992, American Council on Education.
Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 2 -- Short-term Impact of Recent Financial Pressures

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Increased fees that students pay	65	67	61	65	69	67	81	55
Achieved greater efficiency in some operations	58	55	65	55	62	55	50	66
Held off on expenditures for buildings and equipment	57	61	45	58	65	61	66	47
Reallocated resources productively	46	48	47	40	51	48	40	47
Reduced library acquisitions	40	36	39	41	56	36	58	34
Increased class size in introductory courses	37	45	24	37	42	45	52	21
Imposed a freeze on hiring in regular faculty positions	35	45	20	32	38	45	48	17
Reduced administration staff	35	29	35	34	62	29	46	34
Reduced the number of courses/sections offered	33	33	28	37	41	33	49	25
Delayed or reduced salary increases	32	32	31	30	44	32	36	31
Held off on introducing new programs	32	46	10	29	33	46	43	10
No salary increases for administration and staff	30	37	18	30	37	37	48	14
Made new, creative decisions	28	23	39	24	38	23	27	35
No salary increases for faculty	27	32	20	23	34	32	42	13
Forced needed changes in the institution	24	20	31	23	30	20	20	32
No substantial impact as yet	22	15	29	28	17	15	11	36
Reduced the number of part-time faculty	21	21	16	19	40	21	27	18
Reduced support services for students	20	26	6	20	29	26	36	4
Consolidated departments or programs	19	21	12	17	30	21	23	13
Eliminated departments or programs	19	28	12	11	19	28	15	11
Cut back on summer course offerings	16	21	6	17	15	21	23	6
Increased class size in advanced courses	16	13	14	21	22	13	32	10
Reduced the overall size of the full-time faculty	16	16	6	19	31	16	28	9
Lost some good faculty to other institutions	15	6	16	22	32	6	36	12
Put off a planned capital campaign	12	22	2	5	6	22	8	1
Reduced programs/services for nontraditional students	9	16	2	5	5	16	7	2
Reduced support services for high-risk students	9	16	0	9	3	16	12	0
Put off curriculum planning and review	4	5	2	5	3	5	10	0

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 3 -- Possible Long-Term Impacts of Financial Pressures

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Increased reliance on tuition revenues	50	62	39	42	42	62	59	30
Reallocation of resources among departments	48	57	29	44	61	57	57	31
Labs and equipment will be more dated	47	60	27	43	41	60	55	24
Deferred maintenance will grow	46	59	18	49	47	59	58	22
Slower expansion of new technology	44	53	34	39	34	53	45	31
More programs will be revenue-generating	37	39	43	28	39	39	26	42
Slower growth than planned	35	46	27	23	40	46	33	24
More institutional funds for student aid	27	15	50	26	34	15	15	50
Fewer programs and courses	25	30	11	24	32	30	30	14
More state controls over spending decisions	24	40	0	17	17	40	26	0
Will lose momentum on a push to improve	21	35	2	14	21	35	25	1
Lessened capacity for faculty research	20	11	23	27	21	11	36	17
Significant scaling back of administration	18	21	12	15	28	21	25	10
Increased teaching load for faculty	15	18	6	14	18	18	23	5
Fewer students will graduate on time	14	21	0	16	13	21	19	3
A narrower mission	13	14	15	11	11	14	14	11
Reduced funding for student services	13	16	2	12	22	16	21	2
Will lose ground compared to other institutions	13	21	2	11	11	21	19	0
Fewer low-income students will enroll	11	12	11	8	12	12	14	7
Less institutional funds for student aid	10	12	7	10	10	12	13	6
Fewer low-income students will graduate	9	10	7	6	12	10	9	6
Fewer students will graduate	5	9	0	2	6	9	4	0
Percentage of public institutions stating that, in the last five years, the amount of external reporting has:								
Increased	84	85	0	82	85	85	81	0
Decreased	3	3	100	1	0	3	4	0
Not changed	13	12	0	17	15	12	16	0

Source: Campus Trends, 1992, American Council on Education.
Weighted survey data (81 percent response) received from 413 institutions (including 139 two-year colleges, 40 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 4 -- Major Factors Affecting Finances Over the Last Five Years

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions that cited each factor:								
Declining revenues, budget cuts	27	41	7	22	25	41	38	4
Increases in funds available	23	18	11	40	34	18	40	20
Enrollment growth and program expansion	51	43	67	52	37	43	39	66
Employee costs	21	11	35	19	34	11	22	31
Financial aid	6	2	13	3	8	2	2	12
Infrastructure/maintenance/equipment	12	7	22	9	15	7	5	21
Inflation, operating costs up	21	20	22	21	24	20	16	25

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 5--Changes in Enrollment, 1990-91 vs. 1991-92

(Percentage of Institutions with each Change)*

	Total		2-year Colleges		Baccalaureate Colleges		Comprehensive Colleges		Doctoral Universities		Public 2-year		Public 4-year		All Independent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Overall (headcount) enrollment	68	21	79	11	62	28	61	26	48	34	79	11	68	23	54	31
Total FTE enrollment	69	18	80	9	65	26	65	21	44	36	80	9	68	21	58	27
First-time freshmen	53	31	68	17	43	41	46	38	29	50	68	17	45	39	40	42
Full-time students	62	24	69	17	55	35	63	23	43	37	69	17	64	25	52	33
Part-time students	66	17	75	13	57	15	63	26	53	21	75	13	56	28	61	16
Graduate enrollment--master's	69	17	0	0	77	20	66	16	63	15	0	0	65	21	72	15
Graduate enrollment--doctoral	56	12	0	0	63	19	38	5	64	13	0	0	63	13	51	11
Students age 25 and older	63	7	63	8	72	3	59	9	53	9	63	8	61	10	64	5
African-American students	53	9	56	8	52	9	48	8	58	18	56	8	55	16	49	7
Hispanic students	45	8	45	11	39	5	43	8	62	7	45	11	53	9	40	5
Asian-American students	48	8	42	10	48	9	50	3	68	8	42	10	56	6	50	6
American Indian students	24	9	26	7	22	10	19	12	40	11	26	7	33	18	17	7
Transfer students	56	17	55	11	57	21	61	17	43	30	55	11	60	19	55	21
International students	40	12	20	13	56	11	50	8	54	19	20	13	50	13	55	10
Total number of applicants	72	17	79	10	76	24	65	18	50	29	79	10	64	25	69	21

* Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 6 -- Changes in Enrollment -- Past and Future

(Percentage of Institutions Reporting each Change)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Enrollment change in the last five years:								
Increase of:								
31 percent or more	21	27	18	19	5	27	23	12
21 to 30 percent	15	16	19	10	5	16	10	15
11 to 20 percent	16	16	12	18	15	16	23	10
6 to 10 percent	19	22	10	24	16	22	20	15
1 to 5 percent	13	11	12	12	31	11	14	15
No Change	2	0	6	0	7	0	2	5
Decrease of:								
11 percent or more	3	1	6	2	6	1	0	7
1 to 10 percent	12	7	18	14	16	7	7	21
Likely enrollment change, next five years:								
Increase of:								
31 percent or more	11	12	14	7	8	12	11	10
21 to 30 percent	5	9	4	1	0	9	2	3
11 to 20 percent	17	18	22	17	2	18	18	16
6 to 10 percent	22	32	16	15	10	32	10	17
1 to 5 percent	25	23	20	35	28	23	31	25
No Change	9	1	14	11	24	1	16	13
Decrease of:								
11 percent or more	1	1	0	2	1	1	0	1
1 to 10 percent	10	4	12	11	27	4	12	15

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 7 -- College Actions to Improve Minority Participation

(Percentage of Institutions)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Monitor minority student attrition each term:								
Yes	60	49	64	75	68	49	75	66
Being discussed	21	26	20	13	16	26	14	18
No	19	24	16	12	17	24	11	16
Compile figures on completion rates for minority students:								
Yes	67	62	64	74	82	62	84	65
Being discussed	15	16	21	10	11	16	9	18
No	17	22	16	16	7	22	8	18
Hold workshops each year to increase racial/ cultural awareness among students:								
Yes	52	42	60	55	65	42	65	56
Being discussed	20	22	15	24	15	22	21	18
No	28	36	25	21	20	36	13	27
Hold workshops each year to increase racial/ cultural awareness among faculty:								
Yes	50	47	52	52	50	47	59	48
Being discussed	22	22	14	26	28	22	26	20
No	29	31	33	22	22	31	15	32
Hold workshops each year to increase racial/ cultural awareness among staff and administration:								
Yes	44	45	38	45	53	45	57	37
Being discussed	23	22	19	29	23	22	28	22
No	33	33	43	26	24	33	15	41

TABLE 7 -- College Actions to Improve Minority Participation

*(Percentage of Institutions)**
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Offer incentives to academic departments to increase hiring of minority faculty:								
Yes	25	17	9	38	66	17	52	21
Being discussed	12	10	11	15	11	10	19	10
No	64	73	79	47	22	73	28	70
Have departmental programs to encourage minority students to major in the program:								
Yes	26	26	9	30	51	26	53	12
Being discussed	17	11	18	24	20	11	25	19
No	58	63	73	45	29	63	22	69
Have a commission to assess minority progress and plans:								
Yes	50	35	54	65	73	35	71	58
Being discussed	12	14	5	14	10	14	14	8
No	38	51	41	21	17	51	15	35
Have a comprehensive plan to increase minority participation:								
Yes	46	42	44	52	57	42	61	44
Being discussed	26	21	29	31	26	21	30	29
No	28	36	27	17	17	36	9	27
Have a minorities studies center:								
Yes	19	12	11	27	48	12	38	17
Being discussed	9	8	4	11	15	8	11	8
No	72	79	84	63	37	79	51	76

*Excluding historically black institutions.

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 8--Changes since Last Year in Student Circumstances and Student Retention

(Percentage of Institutions Reporting a Change)*

	Total		2-year Colleges		Baccalaureate Colleges		Comprehensive Colleges		Doctoral Universities		Public 2-year		Public 4-year		All Independent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Change in percentage of students who:																
•are from low income backgrounds	42	4	57	2	40	4	27	4	21	12	57	2	26	4	35	6
•are returning adults	68	3	76	3	69	4	64	4	41	5	76	3	56	4	67	4
•are out of work	56	2	82	0	26	7	46	0	40	3	82	0	49	1	30	4
•require developmental courses	47	5	73	1	28	4	31	9	14	16	73	1	32	14	25	5
•require full financial support	61	0	67	0	58	0	55	1	55	2	67	0	52	2	59	0
•take a semester off for financial reason	40	0	37	0	52	0	34	2	39	1	37	0	29	3	49	0
•attend part-time for financial reasons	47	3	51	4	45	4	42	1	39	1	51	4	38	2	45	3
•take longer to complete degree requirements because of finances	53	1	58	2	51	0	50	1	46	3	58	2	49	2	51	0
•graduate but cannot find jobs	33	2	25	4	31	0	41	1	52	2	25	4	41	2	37	0
Change in percentage of students that:																
•return after first year	53	11	63	3	47	25	50	9	34	16	63	3	44	12	47	20
•graduate	47	5	38	7	56	6	51	0	48	7	38	7	45	2	57	5
Change in percentage of minority students that:																
•return after first year	46	6	49	4	48	8	44	4	42	10	49	4	44	7	46	7
•graduate	35	5	30	5	35	8	37	3	46	3	30	5	41	1	36	7
Change in funds spent for student retention	48	4	50	8	47	0	49	1	42	3	50	8	38	2	52	0
Change in funds spent for minority student retention	51	3	50	7	44	0	59	1	54	2	50	7	50	1	54	0

*Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 9--Patterns of Faculty Hiring

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Full-time faculty were hired in:								
Tenure-track positions*	82	67	90	93	97	67	92	92
Term or contract positions	79	69	82	86	93	69	86	85
Change in full-time (regular) faculty, 1990-91 to 1991-92:								
Net gain	48	44	45	57	49	44	49	52
No net change	32	36	41	21	19	36	25	31
Net loss	20	20	14	22	31	20	26	17
Change in full-time (temporary) faculty, 1990-91 to 1991-92:								
Net gain	37	44	29	36	27	44	38	28
No net change	52	50	62	47	44	50	38	61
Net loss	12	6	8	17	29	6	23	11
Change in part-time faculty, 1990-91 to 1991-92:								
Net gain	54	60	43	61	34	60	57	45
No net change	31	28	44	20	38	28	25	37
Net loss	15	11	13	19	27	11	18	18
Change in minority faculty, 1990-91 to 1991-92:								
Net gain	34	29	33	38	50	29	45	34
No net change	60	66	67	53	39	66	47	62
Net loss	6	6	0	9	11	6	8	4
Change in women faculty, 1990-91 to 1991-92:								
Net gain	50	49	40	56	68	49	59	48
No net change	43	47	48	39	22	47	33	44
Net loss	7	4	12	5	9	4	9	8

TABLE 9--Patterns of Faculty Hiring

(Percentage of Institutions)

(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Change in tenured faculty, 1990-91 to 1991-92*:								
Net gain	48	44	43	58	52	44	56	48
No net change	41	49	43	32	26	49	28	40
Net loss	11	7	14	10	22	7	17	12
Change in minority faculty with tenure, 1990-91 to 1991-92*:								
Net gain	19	16	14	19	39	16	36	11
No net change	79	82	86	78	55	82	59	88
Net loss	2	3	0	2	6	3	4	1
Change in women faculty with tenure, 1990-91 to 1991-92*:								
Net gain	50	45	47	56	61	45	63	47
No net change	44	51	40	41	33	51	31	44
Net loss	6	4	13	4	6	4	6	9

* Only a few two-year institutions have tenure systems.

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 10 -- Likely Changes in Faculty, Next Five Years

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions expecting to decrease the size of their faculty:	20	14	15	28	34	14	30	20
Among these institutions, the percentage of positions affected is:								
1 to 4 percent	20	29	0	15	34	29	29	4
5 to 9 percent	43	38	66	38	44	38	42	49
10 to 14 percent	28	19	17	46	14	19	25	39
15 percent or more	9	14	17	2	8	14	5	8
Percentage of institutions expecting an increased pace of retirements:	69	82	54	71	48	82	69	55
The percentage of faculty likely to retire in the next five years is:								
1 to 4 percent	6	6	0	11	6	6	7	6
5 to 9 percent	24	16	53	17	20	16	18	40
10 to 14 percent	31	27	36	34	37	27	34	36
15 percent or more	38	50	11	38	37	50	41	18
Percentage of institutions expecting increased faculty hiring:	53	67	45	48	30	67	49	41
Among these institutions, the percentage of positions affected is:								
1 to 4 percent	11	8	13	14	30	8	24	10
5 to 9 percent	19	17	21	20	27	17	19	22
10 to 14 percent	29	27	46	19	15	27	13	42
15 percent or more	41	48	21	47	29	48	45	26

TABLE 10 -- Likely Changes in Faculty, Next Five Years

(Percentage of Institutions)
(Continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Among these institutions, percentage citing each reason for increased faculty hiring:								
Replacing retiring faculty	78	80	71	81	85	80	79	75
Replacing other faculty who leave	23	16	38	23	29	16	36	26
Increased enrollment	72	80	70	61	40	80	54	70
Need for new programs	51	48	58	53	33	48	31	69

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 11 --Hiring and Tenure Practices

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
A. Hiring practices in the last year								
Percentage of institutions that have hired foreign nationals:								
Yes, generally	3	1	0	5	12	1	6	3
Yes, in a few fields	34	17	40	44	74	17	61	39
No	63	82	60	51	15	82	33	58
Percentage of institutions that have hired faculty from outside academe:								
Yes, generally	1	2	0	0	3	2	1	0
Yes, in a few fields	44	49	36	40	48	49	42	38
No	55	49	64	60	49	49	57	62
Percent of institutions that have hired faculty who have not finished the doctorate:								
Yes, generally	25	57	4	2	8	57	4	3
Yes, in a few fields	59	32	78	86	61	32	76	80
No	15	12	18	12	31	12	19	16
Percentage of institutions that have hired almost entirely at the entry level:								
Yes, generally	38	37	40	35	44	37	40	38
Yes, in a few fields	27	34	24	23	17	34	21	23
No	35	29	36	42	40	29	38	40
Percentage of institutions that have special funds for hiring of minority and women faculty:								
Yes, generally	15	11	6	19	44	11	29	11
Yes, in a few fields	11	7	8	19	18	7	17	12
No	74	82	86	63	38	82	54	77

TABLE 11 --Hiring and Tenure Practices

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
B. Tenure practices								
Percentage of faculty holding tenure:*								
80 percent or more	22	50	0	3	5	50	5	0
70 to 79 percent	15	17	13	14	17	17	18	12
60 to 69 percent	26	13	28	41	36	13	37	34
40 to 59 percent	31	15	46	40	38	15	35	46
less than 40 percent	6	5	13	3	4	5	5	9
Average tenure percentage:	63.1	71.9	53.7	59.8	59.7	71.9	60.6	55.5
Percentage of faculty on tenure track but not tenured:*								
60 percent or more	2	1	5	3	1	1	2	5
50 to 59 percent	8	1	23	5	4	1	1	19
40 to 49 percent	8	6	11	13	2	6	12	8
30 to 39 percent	19	10	24	29	20	10	21	28
20 to 29 percent	32	24	27	42	54	24	47	32
less than 20 percent	30	58	11	8	20	58	16	8
Average percentage, on tenure-track:	26.1	18.2	33.9	30.7	26.5	18.2	27.7	33.3
Percentage of faculty not on tenure-track:*								
40 percent or more	2	2	3	0	4	2	4	1
20 to 39 percent	13	14	5	13	25	14	18	8
10 to 19 percent	21	7	15	43	38	7	42	24
5 to 9 percent	24	16	37	29	13	16	22	34
1 to 4 percent	14	13	22	6	12	13	6	19
0 percent	27	47	18	9	8	47	9	15
Average percentage, not on tenure-track:	9.8	9.0	8.6	10.3	14.1	9.0	12.8	8.8

TABLE 11 --Hiring and Tenure Practices

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Maximum length of probationary period for tenure is:								
7 years or more	28	14	31	37	55	14	41	35
6 years	36	16	60	41	42	16	49	50
5 years	12	11	7	21	3	11	10	14
4 years	7	16	2	1	0	16	1	2
3 years	12	32	0	0	0	32	0	0
Less than 2 years	4	11	0	0	1	11	0	0
Percentage of institutions with "mid-route" review of tenure-track faculty:	75	72	79	74	81	72	78	77
Among these institutions, review is conducted after:								
1 year	36	51	16	39	25	51	40	19
2 years	25	23	32	25	17	23	18	32
3 years	31	20	39	33	46	20	32	41
4 or more years	8	5	13	3	12	5	10	8

*Excluding institutions that do not have a tenure system.

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 40 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 12 -- Teaching Load of College Faculty

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Number of courses taught per year:								
1 to 3 courses	0	0	0	0	2	0	1	0
4 courses	4	0	6	2	19	0	5	7
5 courses	5	2	4	1	32	2	7	7
6 courses	12	0	16	23	29	0	24	19
7 courses	6	1	12	8	3	1	8	10
8 courses	32	11	48	59	10	11	43	49
9 courses	7	8	12	3	2	8	6	7
10 or more courses	34	78	2	4	3	78	6	1
Percentage of institutions reporting that the teaching load has changed in the last five years:	17	9	21	24	26	9	25	22
-- Increased teaching load	4	2	6	4	7	2	9	3
-- Decreased teaching load	12	5	15	17	17	5	13	19
-- Other change	1	1	0	2	1	1	3	0
Percentage of institutions considering an increase in teaching load:								
Yes, changes made	4	6	2	2	6	6	4	2
Yes, changes being discussed	24	24	13	24	47	24	37	15
No	73	70	85	75	47	70	59	83
Percentage of institutions considering a decrease in teaching load:								
Yes, changes made	7	3	8	10	7	3	7	10
Yes, changes being discussed	19	17	24	19	17	17	20	21
No	74	80	68	71	76	80	72	69

TABLE 12 -- Teaching Load of College Faculty

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions considering new definitions of scholarship:								
Yes, changes made	8	2	12	13	6	2	8	14
Yes, changes being discussed	33	23	37	41	47	23	45	37
No	60	75	51	46	47	75	47	49
Percentage of institutions considering new policies for released time by faculty:								
Yes, changes made	14	14	14	16	12	14	14	15
Yes, changes being discussed	43	39	45	50	34	39	46	45
No	43	47	41	34	54	47	39	40
Percentage of institutions considering procedures for post-tenure review:								
Yes, changes made	16	17	20	15	8	17	13	17
Yes, changes being discussed	29	22	32	36	29	22	28	36
No	55	61	48	50	63	61	59	47
Percentage of institutions considering ways to give greater emphasis to undergraduate instruction:								
Yes, changes made	30	38	27	25	23	38	25	26
Yes, changes being discussed	41	29	47	45	66	29	54	46
No	29	33	27	30	10	33	21	28

Source: Campus Trends, 1992, American Council on Education.
Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 13 -- General Education Requirements and Multiculturalism

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Undergraduates must complete a core amount of course work in general education:								
No, not required	6	8	4	1	15	8	7	3
Yes, required for all students	80	66	90	93	75	66	84	92
Yes, required for all students in arts and sciences	10	17	4	4	8	17	5	4
Yes, required for some students	5	9	2	2	1	9	3	1
Percentage of institutions, among those with requirements:								
Core requirements include:								
Distribution requirements	76	69	75	84	84	69	83	80
"Core" courses taken by all students	76	75	75	83	66	75	69	82
Freshman seminar	41	31	61	42	21	31	17	64
A mix of core and distribution requirements	70	55	75	83	71	55	80	77
Upper-division general education requirements	52	0	50	55	48	0	47	55
Senior "capstone" courses	33	0	36	32	30	0	26	38
Multicultural perspectives are reflected in the general education curriculum:	76	63	83	87	85	63	83	86
Among these institutions:								
Multicultural material is included as part of general courses								
Yes	84	82	89	85	71	82	75	90
Being discussed	12	13	11	11	17	13	19	8
No	4	6	0	4	12	6	6	2
Specific courses are required that focus on multicultural issues								
Yes	31	15	51	34	24	15	33	42
Being discussed	15	16	8	18	20	16	19	12
No	54	69	41	48	56	69	48	46
Specific courses are offered that focus on multicultural issues								
Yes	69	56	64	82	84	56	78	74
Being discussed	11	12	21	3	8	12	8	12
No	19	31	15	14	8	31	14	14

TABLE 13 – General Education Requirements and Multiculturalism

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Race/ethnic studies is offered:								
As a major	10	5	6	13	33	5	25	6
As a minor	13	7	14	18	29	7	26	13
Not offered	77	88	80	70	38	88	49	81
NonWestern studies is offered:								
As a major	13	9	10	13	41	9	22	13
As a minor	12	0	22	18	22	0	23	18
Not offered	75	91	68	69	38	91	55	69
Women's studies is offered:								
As a major	9	8	2	8	31	8	16	5
As a minor	16	1	24	24	42	1	41	18
Not offered	75	91	74	68	27	91	43	77
Humanities departments are revising courses to include a multicultural perspective:								
Most	29	22	25	43	30	22	30	36
Some	59	58	71	51	58	58	58	61
None	12	19	5	6	12	19	12	3
Social science departments are revising courses to include a multicultural perspective:								
Most	28	18	22	48	25	18	26	39
Some	59	61	71	44	62	61	60	57
None	13	21	6	8	13	21	14	4
Natural science departments are revising courses to include a multicultural perspective:								
Most	8	8	4	11	6	8	8	7
Some	31	32	24	35	33	32	39	25
None	61	60	71	54	61	60	53	67
Departments in professional fields are revising courses to include a multicultural perspective:								
Most	17	10	22	23	11	10	13	26
Some	50	42	55	56	56	42	60	53
None	33	48	23	20	33	48	27	21

Source: Campus Trends, 1992, American Council on Education.
Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 14 -- Mechanisms for Ensuring Program Quality

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions that have:								
Regional accreditation reviews	100	100	100	100	100	100	100	100
Specialized accreditation reviews	93	88	96	97	98	88	96	97
State-mandated assessment	54	71	45	41	48	71	60	34
Regular program reviews	81	83	83	75	88	83	91	74
Faculty curriculum review committees	87	84	85	91	90	84	89	89
Strategic planning	92	89	98	95	85	89	90	97
Internal administrative review	76	79	74	74	72	79	71	75
Ratings, among institutions that have each each mechanism:								
Regional accreditation reviews								
Very useful	51	65	44	41	37	65	47	38
Somewhat useful	48	35	56	59	54	35	50	61
Not useful	1	0	0	1	9	0	3	1
Specialized accreditation reviews								
Very useful	52	61	46	48	37	61	53	41
Somewhat useful	46	37	51	52	55	37	46	56
Not useful	2	1	2	0	8	1	1	3
State-mandated assessment								
Very useful	29	28	39	20	29	28	25	34
Somewhat useful	64	62	61	74	54	62	66	65
Not useful	8	10	0	5	17	10	9	1
Regular program reviews								
Very useful	64	59	77	58	65	59	54	76
Somewhat useful	35	39	23	40	33	39	44	23
Not useful	1	2	0	2	1	2	2	1
Faculty curriculum review committees								
Very useful	56	48	67	58	56	48	56	64
Somewhat useful	43	51	33	40	40	51	44	34
Not useful	1	1	0	1	4	1	1	2

TABLE 14 -- Mechanisms for Ensuring Program Quality

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Strategic planning								
Very useful	43	45	48	38	38	45	37	44
Somewhat useful	55	52	52	60	57	52	58	56
Not useful	2	2	0	3	5	2	5	0
Internal administrative review								
Very useful	48	46	62	41	45	46	39	55
Somewhat useful	50	51	38	57	53	51	59	43
Not useful	2	3	0	2	2	3	1	1
Number of specialized accrediting agencies involved with the institution (average):	6.2	5.1	3.6	6.5	18.5	5.1	12.3	4.4
Number of visits by specialized accrediting agencies in 1991-92 (average):	1.7	1.6	1.0	1.6	5.3	1.6	3.3	1.1

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 15 -- Current Status of Student Assessment

(Percentage of Institutions)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Our institution currently has assessment activities underway	91	95	90	88	79	95	88	87
Assessment is part of a self-study for a regional accrediting agency	77	74	74	87	67	74	79	79
Assessment is part of self-studies for specialized accrediting agencies	70	63	69	83	63	63	75	73
Our institution is developing:								
• its own assessment instruments	78	82	72	83	65	82	80	73
• methods of portfolio assessment	50	45	57	55	44	45	56	53
Interest in assessment has decreased	10	6	10	13	16	6	11	13
Assessment has led to program or curriculum changes	57	60	62	53	49	60	53	58

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 16 --Attitudes on Student Assessment

(Percentage of Administrators that Agree)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Student assessment will significantly improve undergraduate education.	53	61	41	59	30	61	52	44
So far, attention to assessment has resulted mainly in new reporting requirements.	49	51	44	50	58	51	52	47
All colleges and universities should develop and publish evidence of their institutional effectiveness.	61	71	60	52	44	71	55	53
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	84	91	78	85	60	91	76	79
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	53	46	48	63	70	46	67	53
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	61	55	64	65	73	55	64	67

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 17 -- International Programs

(Percentage of Institutions)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions that have:								
Study abroad programs in Europe	60	29	87	75	96	29	74	89
Study abroad programs--nonEuropean	45	19	61	58	80	19	60	64
Internships for students in foreign firms	12	4	17	11	38	4	22	15
Faculty exchange programs	51	27	74	56	87	27	75	64
Student exchange programs	52	18	77	69	90	18	75	76
Short-term foreign visitors, lecturers, etc.	64	32	87	85	98	32	87	88
An international speakers program	31	20	33	33	70	20	46	35
Foreign nationals receiving technical training	29	26	14	33	73	26	48	22
Telecommunication links with overseas institutions	19	9	18	23	59	9	38	20
Overseas linkages for joint research projects	22	3	20	30	85	3	44	29
Overseas linkages for consulting or technical assistance on:								
-- curriculum development	23	9	24	32	55	9	38	29
-- management/professional training	21	9	12	33	66	9	41	23
-- other areas	19	5	17	28	62	5	45	19
Government funds for technical assistance	13	7	4	13	65	7	33	9
Foundation funds for technical assistance	11	5	2	12	54	5	27	7
Percentage of institutions that have programs located in:								
Western Europe	56	25	76	74	95	25	76	80
East and Central Europe	34	14	44	43	80	14	48	50
Former Soviet Republics	34	14	50	38	70	14	46	50
Israel	17	8	20	19	47	8	23	24
Other Middle East/North Africa	17	12	17	16	46	12	30	16
South Africa	11	9	14	7	27	9	14	12
Other subSaharan Africa	16	7	21	16	42	7	27	19
Canada	17	10	17	19	46	10	31	17
Mexico	30	13	38	36	66	13	47	39
Other Latin American	36	17	50	44	64	17	47	52
Australia/New Zealand	17	7	21	22	40	7	25	24
Japan	36	16	56	37	69	16	46	52
India	18	9	26	14	46	9	22	25
Other Asia	35	13	49	45	73	13	51	50

TABLE 17 -- International Programs

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions with their own:								
Overseas branch campuses for American students	6	1	10	6	14	1	5	11
Overseas branch campuses for foreign nationals	3	0	2	2	18	0	4	4
Other overseas study programs for American students	29	8	45	37	66	8	40	47
Other overseas study programs for foreign nationals	6	1	4	10	27	1	13	9

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 18 -- Internationalizing the Campus

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of current students that have studied abroad:								
None	15	38	0	2	0	38	2	0
1 to 2 percent	61	60	58	69	51	60	78	53
3 to 10 percent	17	2	23	28	33	2	18	31
11 to 29 percent	4	0	10	1	14	0	2	10
30 percent or more	2	0	9	0	2	0	0	6
Percentage of courses that have international content:								
None	11	26	0	4	0	26	5	0
1 to 2 percent	23	32	21	13	18	32	18	16
3 to 10 percent	40	30	48	46	34	30	45	45
11 to 29 percent	22	9	27	32	34	9	26	33
30 percent or more	4	2	4	5	14	2	7	6
Percentage of full-time faculty that are foreign nationals:								
None	39	70	16	23	2	70	10	21
1 to 2 percent	42	24	63	51	45	24	49	58
3 to 10 percent	16	5	21	24	42	5	37	18
11 to 29 percent	2	1	0	3	11	1	4	3
30 percent or more	0	0	0	0	0	0	0	0
Percentage of full-time faculty that have participated in faculty exchanges:								
None	38	58	25	27	10	58	18	27
1 to 2 percent	39	30	46	44	47	30	51	42
3 to 10 percent	20	10	25	27	27	10	26	26
11 to 29 percent	4	2	4	2	15	2	5	5
30 percent or more	0	0	0	0	1	0	0	0

TABLE 18 -- Internationalizing the Campus

(Percentage of Institutions)
(continued)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of full-time faculty that have supervised overseas study programs:								
None	41	73	15	25	10	73	24	15
1 to 2 percent	38	23	44	46	68	23	62	41
3 to 10 percent	16	4	25	29	16	4	12	32
11 to 29 percent	4	0	17	0	3	0	1	11
30 percent or more	0	0	0	0	3	0	1	0
Percentage of full-time faculty that have participated in overseas projects:								
None	34	66	13	13	3	66	13	10
1 to 2 percent	35	21	45	51	30	21	45	45
3 to 10 percent	22	12	28	30	35	12	32	28
11 to 29 percent	7	0	13	7	25	0	7	14
30 percent or more	1	0	2	0	7	0	2	2
Percentage of full-time faculty that have conducted research involving other countries:								
None	34	69	10	10	3	69	8	10
1 to 2 percent	31	19	42	44	19	19	37	41
3 to 10 percent	23	11	31	33	28	11	29	33
11 to 29 percent	11	1	17	12	38	1	22	16
30 percent or more	1	0	0	0	12	0	4	1
In the last five years, the number of faculty involved in overseas activities has:								
Increased	46	21	63	61	67	21	65	62
Decreased	2	4	0	1	1	4	1	0
Not changed	52	75	37	37	32	75	33	38

Source: Campus Trends, 1992, American Council on Education.
Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

TABLE 19 – Issues on Campus
(Percentage of Institutions)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions that cited these financial issues:								
Budget cuts, revenues down	39	54	23	29	46	54	52	16
Cost containment; Enrollment increases without budget increases	23	21	32	18	16	21	15	28
Capital improvements; deferred maintenance; etc.	19	17	23	21	11	17	9	26
Employee-related costs	8	7	0	13	14	7	15	4
Financial aid, increases in student costs	9	0	18	14	4	0	8	18
Enrollment uncertainty	2	0	3	2	8	0	0	5
Overly dependent on tuition	1	0	3	2	2	0	1	3
Other	0	0	0	0	0	0	0	0
Percentage of institutions that cited these faculty issues:								
Salaries/benefits	34	33	24	44	37	33	41	32
Budget cuts	17	17	12	16	26	17	23	13
Workload and class size	15	17	17	11	10	17	18	11
Governance, leadership	10	9	19	5	4	9	4	14
Hiring, additions and position reductions	8	14	0	7	5	14	6	3
Faculty evaluation; quality of teaching	9	3	19	7	14	3	1	20
Other	7	6	8	9	2	6	7	8
Percentage of institutions that cited these curriculum issues:								
General education requirements	36	22	37	53	46	22	43	46
Multiculturalism	14	13	21	9	18	13	15	16
Globalization	6	2	10	7	4	2	2	11
Assessment	12	23	4	8	2	23	10	3
Program consolidation	7	6	9	6	6	6	11	6
Program expansion and outreach	9	10	8	9	9	10	7	9
Changes in calendar	4	5	4	3	5	5	3	4
Other	11	19	6	4	9	19	8	4

Source: Campus Trends, 1992, American Council on Education.

Weighted survey data (81 percent response) received from 411 institutions (including 138 two-year colleges, 39 baccalaureate institutions, 116 comprehensive universities, and 118 doctoral institutions).

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Division of Policy Analysis and Research

February 3, 1992

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No 82, the ninth in a series of annual surveys on Campus Trends, sponsored by the American Council on Education.

The questionnaire asks about faculty hiring, budgetary problems, assessment, and other institutional issues. If possible, it should be completed by the **academic vice president**.

Please return the completed questionnaire by February 27, 1992 or call our office (collect) if this is too soon (202) 939-9445. Data will be reported in summary tabulations only and will not be identified with your institution.

Thank you. A copy of the survey report, Campus Trends, 1992, will be sent to all responding campuses.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for Policy
Analysis and Research

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9450
FAX (202) 833-4760

Higher Education Panel Survey Number 82

Campus Trends, 1992

This questionnaire asks a series of general questions about policies and practices at your institution.
Please circle an answer for each question. If not applicable, please write N/A. All questions refer to 1991-92

I. ENROLLMENT

A. How did your institution's enrollment change for 1991-92 compared to 1990-91:

	Increase	No Change	Decrease
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Full-time students	3	2	1
Part-time students	3	2	1
Graduate enrollment—master's	3	2	1
Graduate enrollment—doctoral	3	2	1
Students age 25 and older	3	2	1
Black students	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
Transfer students	3	2	1
International students	3	2	1
Total number of applicants	3	2	1

B. What enrollment change (headcount) have you had **in the last five years**?
Percentage: _____ Increase **-or-** _____ Decrease

C. What enrollment change (headcount) is most likely **in the next five years**?
Percentage: _____ Increase **-or-** _____ Decrease

D. How has undergraduate student retention changed **in the last year**?

	Increase	No Change	Decrease
Percentage of students that:			
— return after first year	3	2	1
— graduate	3	2	1
Percentage of minority students that:			
— return after first year	3	2	1
— graduate	3	2	1
Funds spent for student retention	3	2	1
Funds spent for minority student retention	3	2	1

E. Have you experienced a change **in the last year** in the number of students who:

	Increase	No Change	Decrease
— are from low income backgrounds	3	2	1
— are returning adults	3	2	1
— are out of work	3	2	1
— require developmental courses	3	2	1
— require full financial support	3	2	1
— take a semester off for financial reasons	3	2	1
— attend part-time for financial reasons	3	2	1
— take longer to complete degree requirements because of finances	3	2	1
— graduate but cannot find jobs	3	2	1

II. FACULTY

A. Were any (new) full-time faculty hired for academic year 1991-92:

	Yes	No
In tenure-track positions	2	1
In term or contract positions	2	1

B. Compared to 1990-91, did your institution have any net change in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty—Regular	3	2	1
Full-time faculty—Temporary	3	2	1
Part-time faculty	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Tenured faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

C. Of your full-time faculty during 1991-92, approximately what percentage are:
Tenured _____ percent
On tenure track but not tenured _____ percent
Not on tenure-track _____ percent

D. Do you expect to **decrease** the size of your faculty during the **next five years**?
___ Yes ___ No

IF YES, by approximately what percentage of regular full-time faculty positions?
_____ percent

E. Do you expect an increased pace of retirements among regular full-time faculty during **the next five years**?
___ Yes ___ No

F. Please estimate the (cumulative) percentage of all regular full-time faculty that are likely to retire during **the next five years**:
_____ percent

G. Do you expect an increased pace of faculty hiring for regular full-time positions during the next five years?
___ Yes ___ No

IF YES, by approximately what percentage of regular full-time faculty positions?
_____ percent

IF YES, what are the primary reasons? (Check all that apply)
___ Increased replacement needs due to increased retirements
___ Increased replacement needs due to other faculty departures
___ Increased enrollment
___ Need for faculty in new programs

H. In recruiting for regular full-time faculty positions in the last year,

	Yes, Generally	Yes, in a few Fields	No
We have hired foreign nationals	3	2	1
We have hired faculty from outside academe	3	2	1
We have hired faculty that have not finished their doctorates	3	2	1
We have hired almost entirely at the entry level	3	2	1
We have earmarked special funds for hiring of minority and women faculty	3	2	1

I. What is the usual teaching load for your regular full-time faculty?
Number of courses taught per year: _____

Has the teaching load changed in the last five years?
___ No
___ Yes (describe):

J. Has your institution recently considered:

	Yes, Changes Made	Yes, Being Discussed	No
Possible increases in teaching load	3	2	1
Possible decreases in teaching load	3	2	1
New definitions of scholarship	3	2	1
Policies for released time by faculty	3	2	1
Procedures for post-tenure review/evaluation of faculty	3	2	1
Ways to give greater emphasis to undergraduate instruction	3	2	1

K. Of your regular full-time faculty, please give a rough estimate of the percentage that:

	None	1-2%	3-10%	11-29%	3[illegible]
are foreign nationals	1	2	3	4	5
have participated in overseas faculty exchange programs	1	2	3	4	5
have supervised overseas study programs	1	2	3	4	5
have participated in overseas projects/consulting	1	2	3	4	5
have conducted research involving other countries	1	2	3	4	5

L. Has the number of faculty involved in overseas activities changed in the last five years?

___ Increased ___ No change ___ Decreased

M. For tenure-track faculty, what's the maximum length of the probationary period for tenure?

_____ years

Do you have a procedure for giving a third-year (or other "mid-route") review of the performance of tenure-track faculty?

___ Yes, after _____ years ___ No

N. What is the biggest faculty issue for your institution this year?

III. CURRICULUM

A. Are your undergraduate students required to complete a core amount of coursework in general education?
___ No, not required (GO TO QUESTION D)
___ Yes, required for **all** students
___ Yes, required for **all** students in arts and sciences
___ Yes, required for **some** students

B. **IF YES**, do these requirements include:

	Yes	No
Distribution requirements	2	1
"Core" courses taken by all students	2	1
Freshman seminar	2	1
A mix of core and distribution requirements	2	1
Upper-division general education requirements	2	1
Senior "capstone" course(s)	2	1

C. Are multicultural perspectives (on women, minorities or other cultures) currently reflected in your general education curriculum?

___ Yes ___ No

IF YES, please indicate:	Yes	Being Discussed	No
Multicultural material is included as part of general courses	3	2	1
Specific courses are **required** that focus on multicultural issues	3	2	1
Specific courses are **offered** that focus on multicultural issues	3	2	1

D. Can students major in race/ethnic studies?
___ Yes, a major ___ A minor (or option) ___ No

E. Can students major in non Western studies?
___ Yes, a major ___ A minor (or option) ___ No

F. Can students major in women's studies?
___ Yes, a major ___ A minor (or option) ___ No

G. Have academic departments begun to plan/revise courses to include a multicultural perspective?

	Most	Some	None
Humanities departments	3	2	1
Social science departments	3	2	1
Natural science departments	3	2	1
Departments in professional fields	3	2	1

H. What is the biggest curriculum issue for your institution this year?

IV. FINANCIAL STATUS

A. How does your (latest) operating budget for 1991-92 compare to the previous year's (final) budget? (In current dollars)
___ Increased by _____ percent
___ No change
___ Decreased by _____ percent

B. Did your institution have a budget cut during 1991-92 (after the year's budget was initially approved)? ___ Yes ___ No

C. Do you expect budget cuts for 1992-93? ___ Yes ___ No

D. How does your operating budget for 1991-92 compare to five years ago? (In current dollars)
___ Increased by _____ percent
___ No change
___ Decreased by _____ percent

E. What are the main factors accounting for this five-year change?

F. Please rate your institution in terms of its overall financial condition:
___ Excellent ___ Very good
___ Good ___ Fair ___ Poor

How would you describe your institution's biggest financial issue during 1991-92?

G. What has been the **short-term impact** of recent financial pressures on your institution? (Check all that apply)
___ No substantial impact as yet
___ Cut back on summer course offerings
___ No salary increases for administration and staff
___ No salary increases for faculty
___ Delayed or reduced salary increases
___ Imposed a freeze on hiring in regular faculty positions
___ Consolidated departments or programs
___ Eliminated departments or programs
___ Put off a planned capital campaign
___ Put off curriculum planning and review
___ Reduced library acquisitions
___ Reduced administration staff
___ Increased fees that students pay
___ Held off on expenditures for buildings and equipment
___ Reduced support services for students
___ Reduced support services for high-risk students
___ Reduced programs/services for nontraditional students
___ Reduced the number of courses/sections offered
___ Increased class size in introductory programs
___ Increased class size in advanced programs
___ Held off on introducing new programs
___ Lost some good faculty to other institutions
___ Reduced the overall size of the full-time faculty
___ Reduced the number of part-time faculty
___ Reallocated resources productively
___ Achieved greater efficiency in some operations
___ Made new, creative decisions
___ Forced needed changes in the institution

H. Do you expect that your current financial problems will have lasting **long-term effects** on your institution? In what ways?

	Yes	Maybe	No
Fewer programs and courses	3	2	1
A narrower mission	3	2	1
More programs will be revenue-generating	3	2	1
Increased reliance on tuition revenues	3	2	1
More institutional funds for student financial aid	3	2	1
Less institutional funds for student financial aid	3	2	1
Slower growth than planned	3	2	1
Slower expansion of new technology	3	2	1
Deferred maintenance will grow	3	2	1
Labs and equipment will be more dated	3	2	1
Lessened capacity for faculty research	3	2	1
Significant scaling back of administration	3	2	1
Reduced funding for student support services	3	2	1
Increased teaching load for faculty	3	2	1
Reallocation of resources among departments	3	2	1
More state controls over spending decisions	3	2	1
Fewer students will graduate on time	3	2	1
Fewer students will graduate	3	2	1
Fewer low-income students will enroll	3	2	1
Fewer low-income students will graduate	3	2	1
Will lose ground compared to other institutions	3	2	1
Will lose momentum on a long-term push to improve	3	2	1

V. ASSESSMENT

A. Which of the following is true of your institution's status on assessment of student learning:

	Yes	No
Our institution currently has assessment activities underway	2	1
Assessment is part of a self-study for a regional accrediting agency	2	1
Assessment is part of self-studies for specialized accrediting agencies	2	1
Our institution is developing:		
—its own assessment instruments	2	1
—methods of portfolio assessment	2	1
Interest in assessment has decreased	2	1
Assessment has led to program or curriculum changes	2	1

B. Please indicate your own views on each of the following:

	Agree	Disagree	Uncertain
Student assessment will significantly improve undergraduate education.	3	2	1
So far, attention to assessment has resulted mainly in new reporting requirements.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1

VI. INTERNATIONAL LINKAGES

A. Does your institution have:

	Many	A Few	None
Study abroad programs in Europe	3	2	1
Study abroad programs—nonEuropean	3	2	1
Internships for students in foreign firms	3	2	1
Faculty exchange programs	3	2	1
Student exchange programs	3	2	1
Short-term foreign visitors, lecturers, etc.	3	2	1
An international speakers program	3	2	1
Foreign nationals receiving technical training	3	2	1
Telecommunication links with overseas institutions	3	2	1
Linkages with overseas institutions for joint research projects	3	2	1
Linkages with overseas institutions for consulting or technical assistance on:			
— curriculum development	3	2	1
— management/professional training	3	2	1
— other areas	3	2	1
Government contracts/grants for technical or developmental assistance overseas	3	2	1
Foundation contracts/grants for technical assistance overseas	3	2	1

B. For the activities cited in question A, is your institution active in: (Circle all that apply)

	Yes, for some time	Yes, recently	No
Western Europe	3	2	1
East and Central Europe	3	2	1
Former Soviet Republics	3	2	1
Israel	3	2	1
Other Middle East/North Africa	3	2	1
South Africa	3	2	1
Other subSaharan Africa	3	2	1
Canada	3	2	1
Mexico	3	2	1
Other Latin America	3	2	1
Australia/New Zealand	3	2	1
Japan	3	2	1
India	3	2	1
Other Asia	3	2	1

C. Does your institution administer its own:

	Yes	No
Overseas branch campuses for American students	2	1
Overseas branch campuses for foreign nationals	2	1
Other overseas study programs for American students	2	1
Other overseas study programs for foreign nationals	2	1

D. Please give a rough estimate of how many:

	None	1-2%	3-10%	11-29%	30%+
Currently enrolled students have studied abroad	1	2	3	4	5
Currently offered courses have international content	1	2	3	4	5

VII. OTHER

IF YOURS IS A HISTORICALLY BLACK INSTITUTION, PLEASE SKIP TO QUESTION B.

A. Does your institution:

	Yes	Being Discussed	No
Monitor minority student attrition each term	3	2	1
Compile figures on completion rates for minority students	3	2	1
Hold workshops each year to increase racial/cultural awareness among:			
— students	3	2	1
— faculty	3	2	1
— staff and administrators	3	2	1
Offer incentives to academic departments to increase hiring of minority faculty	3	2	1
Have departmental programs to encourage more minority students to consider majoring in their programs	3	2	1
Have a commission/committee to assess progress and plans affecting minority students	3	2	1
Have a comprehensive institutional plan to increase minority participation	3	2	1
Have a minority studies center	3	2	1

B. Which of the following mechanisms for ensuring program quality exist at your institution? How useful are they?

	Do Not Have	Have	How Useful? Very	Somewhat	Not
Regional accreditation reviews	1	2	3	2	1
Specialized accreditation reviews	1	2	3	2	1
State-mandated assessment	1	2	3	2	1
Regular program reviews	1	2	3	2	1
Faculty curriculum review committees	1	2	3	2	1
Strategic planning	1	2	3	2	1
Internal administrative review	1	2	3	2	1

C. How many specialized accrediting agencies does your institution deal with? Total number _____ Total visiting in 1991-92 _____

D. FOR PUBLIC INSTITUTIONS: How has the amount of external reporting to state agencies changed in the last five years?

___ Increased ___ Decreased ___ No Change

Please return this form or call our office by **February 27, 1992.**

To: Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington, DC 20036

Please keep a copy of this survey for your records.
Thank you for your cooperation.

Name of Respondent _____

Title _____

Department _____

Telephone (_____)_____

©American Council on Education, 1992

APPENDIX B: TECHNICAL NOTES

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the Fall and Winter of 1991-92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that have occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988-89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the Campus Trends survey consists of 510 institutions that offer a general program of undergraduate instruction. It excludes specialized institutions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

The four-page survey questionnaire (Appendix A) was mailed in late January 1992 with the request that it be completed by the academic vice-president. By May, responses were received from 81 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice-presidents, 53 percent; associate academic deans or associate provosts, 14 percent; presidents, 4 percent; and others, 29 percent.

Data from responding institutions were statistically weighted to be representative of the 2,332 four-year colleges and universities and public two-year institutions in the U.S. that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell. Table B-2 shows response rates by institutional categories. The lowest rate of response was among independent comprehensive universities.

Table B-1. Stratification Design

Type of Institution	Population	Sample	Respondents
Total	2,332	510	411
Large public research universities	72	55	49
Large public doctoral universities	38	29	24
Large public comprehensive universities	18	14	11
Large independent research universities	32	24	17
Large independent doctoral universities	24	11	8
Large independent comprehensive universities	18	14	11
Public doctoral universities (<14,500 FTEE)	24	11	8
Public comprehensive universities (6,500-13,999 FTEE)	92	47	36
Public comprehensive universities (<6,500 FTEE)	208	40	30
Public liberal arts colleges	34	4	3
Independent doctoral universities (<14,500 FTEE)	20	5	4
Independent comprehensive universities (<2,500-13,999 FTEE)	82	16	12
Independent comprehensive colleges (<2,500 FTEE)	155	15	9
Independent liberal arts colleges (>1,000 FTEE)	212	22	20
Independent liberal arts colleges (<1,000 FTEE)	313	20	15
Large (>14,000 FTEE) 2-year public institutions	7	5	3
Public 2-year colleges (8,000-13,999 FTEE)	51	30	24
Public 2-year colleges (4,500-7,999 FTEE)	125	43	35
Public 2-year colleges (2,000-4,499 FTEE)	254	43	40
Public 2-year colleges (<2,000 FTEE)	540	46	36

FTEE—Full-time equivalent enrollment

Table B-2. Response Rates By Institutional Categories

Institutional Category	Response Rates
Total	81
Control	
Public	82
Private	78
Type	
Public doctoral university	85
Independent doctoral university	79
Public comprehensive university	77
Independent comprehensive university	70
Public baccalaureate college	84
Independent baccalaureate college	83
Public two-year college	83
Enrollment size (full-time equivalent [FTE] enrollment)	
Less than 1,000	73
1,000 to 4,999	81
5,000 to 9,999	78
10,000 and above	85

Other Recent Reports from the Division of Policy Analysis and Research American Council on Education

Unless otherwise noted, reports are available at $5.00/copy for ACE members or $8.00/copy for non-members from: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036. Prepaid orders only; no purchase orders, please.

El-Khawas, Elaine, *Campus Trends, 1991.* Higher Education Panel Report No. 81, July 1991 (48 pp.) $10.00 prepaid.

Johnson, Reid; Pruss, Joseph; Andersen, Charles J. and El-Khawas, Elaine. *Assessing Assessment*, Higher Education Panel Report No. 79, May 1991. (26 pp.) $10.00 prepaid.

El-Khawas, Elaine, *Campus Trends, 1990.* Higher Education Panel Report No. 80, July 1990 (48 pp.) $10.00 prepaid.

El-Khawas, Elaine. *Campus Trends, 1989.* Higher Education Panel Report No. 78, July 1989 (48 pp.)

Andersen, Charles; Carter, Deborah; Malizio, Andrew. *1989–90 Fact Book on Higher Education.* 1989 (224 pp.) Order from Macmillan Publishing Company, Front and Brown Streets, Riverside, N.J. 08075 $41.95 prepaid.

Ottinger, Cecilia, *Higher Education Today: Facts in Brief,* June, 1989, (58 pp.)

Hexter, Holly and El-Khawas, Elaine. *Joining Forces: The Military's Impact on College Enrollment.* September, 1988 (37 pp.)

Andersen, Charles J. *International Studies for Undergraduates, 1987: Operations and Opinions.* Higher Education Panel Report No. 76, August, 1988 (42 pp.)

El-Khawas, Elaine; Carter, Deborah and Ottinger, Cecilia. *Community College Fact Book.* 1988 (135 pp.). Order from Macmillan Publishing Company, Front and Brown Streets, Riverside, N.J. 08075 $39.00 prepaid.

Henderson, Cathy. *College Debts of Recent Graduates.* December, 1987 (19 pp.)

El-Khawas, Elaine. *Campus Trends, 1987.* Higher Education Panel Report No. 75, August, 1987 (36 pp.)

Rossmann, Jack and El-Khawas, Elaine. *Thinking About Assessment: Perspectives for Presidents and Chief Academic Officers.* June, 1987 (22 pp.) Single copies free; $1.00 a copy/ two or more copies, prepaid.

Andersen, Charles J. *Survey of Accreditation Issues, 1986.* Higher Education Panel Report No. 74, April, 1987 (26 pp.)

Ottinger, Cecilia. *Higher Education Today: Facts in Brief.* February, 1992 (79 pp.)

Hexter, Holly and Andersen, Charles J. *Admission and Credit Policies for Adult Learners.* Higher Education Panel Report No. 72, December, 1986 (25 pp.)

El-Khawas, Elaine. *Campus Trends, 1986.* Higher Education Panel Report No. 73, August, 1986 (25 pp.)

Petrovich, Janice and Hexter, Holly. *Campus Approaches to Faculty Retraining.* February, 1986 (51 pp.)

Andersen, Charles J. *Student Financial Aid to Full-Time Undergraduates, Fall 1984.* Higher Education Panel Report No. 68, January 1986 (23 pp.)

Miller, Scott. *Financial Aid for Community College Students: Unique Needs and Scarce Resources.* December, 1985 (17 pp.) Free.

Holmstrom, Engin Inel. *Recent Changes in Teacher Education Programs.* Higher Education Panel Report No. 67, November, 1985 (32 pp.)

Suniewick, Nancy and El-Khawas, Elaine. *General Education Requirements in the Humanities.* Higher Education Panel Report No. 66, October, 1985 (25 pp.)

Andersen, Charles J. *Conditions Affecting College and University Financial Strength.* Higher Education Panel Report No. 63, October, 1985 (34 pp.)

Miller, Scott and Hexter, Holly. *How Low Income Families Pay for College.* July, 1985 (32 pp.)

El-Khawas, Elaine and McKenna, Barbara. *Perspective: College Actions on South African Investments.* May, 1985 (39 pp.)

Lee, Valerie. *Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status Whites.* May, 1985 (55 pp.)

El-Khawas, Elaine. *Campus Trends, 1984.* Higher Education Panel Report No. 65, February, 1985 (19 pp.)

Campus Trends, 1992, HEP Report No. 82